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ABSTRACT

This report highlights selected schools and their collaborative efforts in pulling educators, families, and communities together to support a particular school's success and the well-being of its immigrant students. The report documents promising practices, but also places these efforts in broader contexts, both practical and theoretical. These practices illustrate how immigrant student issues are inseparable from broader and deeper issues of innovation and reform in public school education. Specific areas that these programs address are the following: creative approaches to classroom learning; helping students to take charge of their own learning; innovative actions that make schools more inclusive; efforts that link learning with strong home, school, and community ties; and new ways of educating educators and conducting professional development that respond to the need for educating for a diverse world. The final section examines two primary themes found in these practices: starting with the learner and using schools as strategic sites for collaboration and change. Appendixes contain research methodology, a glossary of terms, information on the National Coalition of Advocates for Students, a list of educational entitlements for all children, and a list of selected readings by subject area. (CM)

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Positive Practices for Immigrant Students

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Delivering on the Promise

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Delivering on the Promise: *Positive Practices for Immigrant Students*

*A Report from the Center
for Immigrant Students
National Coalition of Advocates
for Students
Boston, Massachusetts*

June 1994

Many NCAS services to public schools that serve immigrant children are free. NCAS also offers on-site needs assessment, consultation, and training to diverse public schools at reasonable cost. Most technical assistance to community based organizations is free. Besides the *New Voices* newsletter and other publications released by the NCAS National Center for Immigrant Students, additional resources are available from **CHIME (Clearinghouse for Immigrant Education)**, an interactive clearinghouse and networking service that facilitates access on educational materials, organizations, and individuals concerned with the effective education of immigrant students. CHIME staff survey available research, help make networking connections, and provide strategies and advice in response to specific requests. For more information, call the toll-free number: **1-800-441-7192**.

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*Do I see an Albert Einstein in five-year-old Jean Claude;
a Marie Curie in adolescent Maria Cardenas; a Henry
Kissinger in shy Hai Phap; an Architect Taniguchi
in doodling, distracted, fifth-grade Yang? Yes, I do.*

*Aurelio Montemayor
Chair, National Advisory Board,
NCAS Center for Immigrant Students*

Foreword

I want to go to college. I want to have a career for myself, for my family, and also for my country. I want to be an educated person, a useful and productive citizen.

Vy Thanh Tran

*Vietnamese high school student
who came to the U.S. in 1991*

I still remember vividly what it was like to be a newcomer to the U.S., attending an East Coast urban school for the first time. As learners, my immigrant friends and I all held high aspirations for ourselves. At the same time, we faced tremendous social, cultural, and economic barriers in school as well as in the larger society. Gradually, we witnessed our self confidence slip and our hopes diminish. Some of us managed to make it through school, but many of us did not. For those of us who did make it through, our experiences in school were less than pleasant, and we all paid a hefty cultural price for school success. That was twenty years ago. Today, most of us wish we could say that conditions are better now for immigrant students and language minorities. The reality is that the educational barriers for these students are greater and more complex than ever before.

This publication is inspired by the considerable challenges that face immigrant students, their families, communities, and the schools they enter in the U.S. today. Countless reports about the dire state of the nation's schools and the rapidly growing ethnic, racial, and language diversity among school-age children appear regularly in professional journals and the mass media. These reports are neither ivory tower research nor media hype; they reflect real issues. Too often, however, the needs and goals of schools and those of students are framed as distinct sets of issues, and even as opposing agendas. Typically, the needs and goals of some of the most diverse and underserved students—language minority and immigrant students—are notably absent in the discussions of education reform. This absence is both puzzling and troubling.

Yet, in certain districts, neighborhoods, and schools across the U.S., educators, families, and communities are working together to support the school success and well-being of immigrant students. This publication highlights some of these promising collaborative efforts. In the process, these promising practices also illustrate how immigrant student issues are inseparable from broader and deeper issues of innovation and reform in public school education.

Since its founding in 1990, the National Coalition of Advocates for Students (NCAS) Center for Immigrant Students has responded to hundreds of inquiries from educators, administrators, program designers, parents, and community advocates across the United States who want information about practices and programs that effectively serve immigrant students. They seek models and lessons that they can adapt to their own school or community. This publication responds directly to their requests. It not only documents promising practices, but also attempts to place these promising efforts in broader contexts, both practical and theoretical. Furthermore, NCAS hopes that sharing promising practices will encourage those who serve immigrant students to network more effectively across communities, school districts, and states.

The use of "promising" here refers to practices that 1) intend to improve immigrant student access to quality public education; 2) represent important attempts at change; and 3) embody noteworthy lessons in innovation. Some practices have developed and survived against great odds, such as limited funding, structural barriers, or anti-immigrant sentiment. Many of the practices featured here contain a strong home language¹ component. Hence, they are appropriate for not only immigrant students, but for U.S.-born students who are considered "language minorities" or "limited English proficient."

The inclusion of practices in this publication does not constitute endorsement by the National Coalition of Advocates for Students (NCAS). Nonetheless, these practices represent important kinds of innovation that show promise in providing excellent education for immigrant students. The practices are not profiled as models to be replicated without considering local history, circumstances, and dynamics. As these examples are tailored and redefined, new models and lessons undoubtedly will emerge. The NCAS Center for Immigrant Students hopes that you will document your efforts and share your progress with us.

This publication owes much to the dedicated educators and community program staff whose support, as well as their own important work, made it possible. Their willingness to arrange site visits, to devote considerable time from full schedules to meet with researchers, and to share a wealth of information, experiences, and insights was truly gratifying.

Vivian Wai-Fun Lee
Director
NCAS Center for Immigrant Students

1. This publication uses the term "home language" rather than "native language," since "native language" is inappropriate for U.S. born students who speak a language other than English at home. The term "native language" is used in profiles of promising practices in cases when the term is used by program staff or literature.

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Introduction



The demographic landscape of the United States is rapidly changing. Immigration plays an important role. Nearly one out of four of the approximately 20 million foreign residents in the U.S. arrived between 1985 and 1990. Throughout the history of the United States, the disruptive and destructive effects of continuous or periodic war; political, economic, and social instability; natural disaster; persecution; and poverty around the world often have resulted in flight that brought people to this country. This continues to be the case. However, migration between continents in the present day is facilitated by modern modes of communication and transportation. Immigration to the United States includes more regionally, racially, linguistically, and culturally diverse groups than ever before.

The changing demographic landscape is not limited to states well known for their large immigrant populations: California, Florida, New York, and Texas. The percentage of the total state population that is immigrant living in New Jersey, for example, is approximately the same percentage as in Florida. Likewise, Connecticut, Illinois, and Nevada are only slightly behind Texas in

**We're looking beyond "survival."
"Survival" isn't good enough.**

**Vinh Dang Tran,
Administrator, Asian American
Student Services,
Oklahoma City Public Schools**

the percentage of their population that is foreign born. Rhode Island has a higher percentage of state residents who are immigrant than Texas.

Historically, multilingualism, strong cultural communities, and evolving ethnic identities have characterized immigrant experiences in the U.S. On the other hand, the immigrant experiences also have been marked by struggle with social and cultural relocation and powerful pressures to fit in. For certain racial and ethnic groups more than others, fitting in as an "American" has required diminishing or denying one's difference from the mainstream. For young immigrants, public schools often have played a major role in this process of denial and loss.

The implications of this legacy for immigrant students today, as documented in the NCAS report *New Voices: Immigrant Students in U.S. Public Schools* (1988), center on students' sense of isolation and exclusion in school. *New Voices* examines a wide range of prejudicial treatment of immigrant students in schools based on their language, culture, race, and ethnicity. This prejudicial treatment is not always deliberate. Sometimes it stems from well-meant intentions. In any event, the result is that many immigrant students face institutional barriers that jeopardize, or even undermine, their efforts to achieve academically. These barriers include:

- cultural bias in pedagogy, the curriculum, and assessment;
- the devaluing of certain languages and literacies and certain kinds of knowledge;
- inflexible assessment and placement procedures;
- ignorance about or insensitivity on the part of school staff concerning immigrant student issues;
- peer dynamics that render schools places that are, at best, unwelcoming and, at worst, unsafe.

Some immigrant families arrive, often in fragments, to reside in communities affected by a decade of economic underinvestment and political marginalization. These communities are struggling with economic crisis and social instability that rival the situations some immigrants fled. Other newcomers settle in communities that previously have not included people from the region, race, or culture that the new immigrants represent. In either case, the challenges for both newcomers and the communities they enter are considerable. Likewise, the public schools, with a mission to educate all children, often are not well equipped to fulfill that mission for newly arrived immigrant students.

A recent NCAS *National Assessment Report* (1993) highlights some of the issues confronting immigrant students, their families, and their communities at present, including:

- intensified anti-immigrant sentiment in the media and on the street;
- rising intergroup conflict and social polarization;
- unprecedented levels of underemployment and poverty;
- intergenerational tension in families;
- violence in neighborhoods and homes;
- teen pregnancy, early childbearing, and early school leaving;
- health issues, including substance abuse and sexually transmitted diseases.

The practices selected for this publication address these historic and emerging issues, often directly, sometimes indirectly.

Each practice addresses at least 1 of the 10 student entitlements set forth in the NCAS publication, *The Good Common School: Making the Vision Work for All Children* (1991). The entitlements include:

- Children are entitled to have parents, advocates, and concerned educators involved in all decisions affecting their education.
- Children are entitled to learn in an integrated, heterogeneous setting responsive to different learning styles and abilities.
- Children are entitled to comprehensible, culturally supportive, and developmentally appropriate curriculum and teaching strategies.
- Children are entitled to access to a common body of knowledge and the opportunity to acquire higher-order skills.
- Children are entitled to a broadly-based assessment of their academic progress and grading structures that enhance individual strengths and potential.
- Children are entitled to a broad range of support services that address individual needs.
- Children are entitled to attend schools that are safe, attractive, and free from prejudice.
- Children are entitled to attend school unless they pose a danger to other children or school staff.
- Children are entitled to instruction by teachers who hold high expectations for all students and who are fully prepared to meet the challenges of diverse classrooms.
- Children are entitled to an equal educational opportunity supported by the provision of greater resources to schools serving students most vulnerable to school failure.

Public schools also have a historic role as sites of opportunity for immigrant students. This legacy is reflected in the endeavors of educators and advocates to promote equity in education, and it is embodied in the practices profiled in the chapters that follow.

The promising practices presented in this publication are grouped from a perspective that centers on the student and expands with each chapter. Chapter 2, focusing on the learner in the classroom, presents programs that seek to break the mold by creating classroom environments that are responsive to language minority immigrant students. Chapter 3 moves outside the classroom, exploring experience-based and non-formal learning. Subsequent chapters extend to school level innovation; family and community collaboration with schools; the preparation of teachers to educate in the context of a diverse world; and finally, new visions of educational leadership and change.

Starting with the Learner: Creative Approaches to Classroom Learning

2



Education research and powerful trends in cognitive science and learning theory as well as innovative school practices in the past 10 to 15 years indicate the tremendous benefit of teaching approaches and learning environments that acknowledge and access students' personal and cultural experiences and knowledge. The practices profiled in this chapter revolve around building on the diverse cultural knowledge and social skills that learners bring to school.

Teaching, after all, is about
knowing children well.

Vito Perrone,
*A Letter to Teachers:
Reflections on Schooling
and the Art of Teaching*
(1991)

America today is not America of the 1850s or the 1950s, and we can look forward to more changes in the years to come. Education and curricula always adapt to changing values, ideals, concerns, allegiances, and visions.

Evelyn Hu-DeHart,
"Rethinking America," in
*Beyond a Dream Deferred:
Multicultural Education and
the Politics of Excellence*
(1993)

Differences among students span a broad spectrum, from cultural differences to personal differences. Experience and research indicate that learning that builds on (rather than diminishes or eliminates) student differences is the surest path to students' school success. For every child, school culture differs from home culture. However, for mainstream children and their parents, school language is a version of their home language.¹ This is not the case for most immigrant students. School culture validates and reinforces mainstream culture. It rarely does for the home culture of immigrant students.

New visions of greater social and cultural inclusion in education imply far more than simply providing a desk for different kinds of students. New visions require making an equal place for who students are and what they bring with them into the classroom, including their home language, culture, heritage, and life experiences. Good schools use many strategies to achieve this goal. Some schools enable bilingual students to cultivate proficiency in their home language as well as in English. Some provide opportunities for students to document and present personal stories and perspectives from their families and communities. Others provide group learning situations and peer support for students with little formal schooling or limited skills in reading and writing. Still others develop curricula that access students' rich experiential knowledge and social understanding.

Educators who work with immigrant and limited English proficient students often find it helpful to think of meeting the student where he is in terms of the cultural perspective that the child brings to the learning situation. This cultural perspective is shaped by the child's ethnic circumstances (which may be quite different in the home country than in the U.S.), social and economic circumstances, and individual characteristics (e.g., personality and cognitive orientation).

For immigrant students, learning involves a convergence of their academic proficiency in their home language, their English language proficiency, and their prior educational experiences and cognitive capacities. This convergence has a number of implications. For example, a student who completed advanced mathematics courses in her home country should not be placed in a basic math course because of her limited English proficiency. Instead, educators have a responsibility to make academically challenging subject matter linguistically accessible to every student.

Students bring different levels of mastery to different subjects. Even when an immigrant student is highly proficient in English, she may be especially challenged in a U.S. history or American literature class, struggling not with the language but with the content because she studied other history and literature in depth in her home country. Facts and interpretations that a U.S. born student learned several grades earlier, particularly in language arts and social studies classes, are likely to be entirely new for an immigrant student.

No approach to teaching and learning is "culture neutral" or value free. Educators should respect (though not necessarily adhere to) the educational values upheld in a particular immigrant family or community. Parents and

1. In this publication, the term "home language" is preferred over "native language." A major consideration is that many language minority children in the United States are U.S. born. The term "native language" is used in this publication only in cases when a program or program staff specifically refer to "native language."

students with schooling experiences outside the United States may be puzzled by "student centered" approaches. Concepts of "intelligence" or "competence" can widely differ from one culture to another. It is important for school staff to communicate with parents about the school's practices and expectations. Parents need to know the thinking behind unfamiliar aspects of their child's schooling. Although parents may not always agree with that thinking, they at least are in a better position to assess their children's school experiences. An understanding of these kinds of issues is essential for educators who seek to start with the learner.

Contemporary Currents

This chapter includes promising practices that both address issues critical for immigrant students and highlight contemporary currents in innovative thinking about teaching and learning.

Building, Not Receiving Knowledge

Approaching learners as social builders of knowledge rather than autonomous receivers of knowledge

One of the most important contributions of Piaget and his followers has been their focus on the learner as a developing knower and active builder of his own knowledge and understanding.¹ Education researchers and practitioners increasingly consider what Piaget did not—the social context of knowing and learning. Insight into the social context of learning enriches educators' understanding of immigrant student experiences in U.S. schools. For example, it enables educators to understand that an immigrant student entering a U.S. classroom for the first time is not "starting all over." When she enters a U.S. classroom with a culturally defined set of understandings and approaches to the world, he is neither a blank slate nor learning disabled. Instead, he possesses important assets for his future learning. Many immigrant children arrive in the U.S. with solid schooling experiences in their homeland. Students with little previous formal education bring with them a rich knowledge base drawn from daily life in their homeland, their journey experiences, and experiences as a newcomer in the U.S.

Some, not all, immigrant students are limited English proficient. A large number of limited English proficient students are U.S. born. Appropriate academic placement of students, U.S. born as well as immigrant, requires educators to guard against confusing a child's English language proficiency with her cognitive ability. A child's difficulty expressing complex ideas in English is not an indication that her mind has difficulty working with complex ideas. This child may be able to express very complex understandings in her

1. This view has challenged approaches to teaching and learning that a) emphasize the body of knowledge and skills to be transmitted by teachers to learners with little consideration of what learners bring to the classroom in terms of knowledge/skills and motivation; or b) emphasize transmitting information and developing skills to passive learners as efficiently as possible by segmenting and sequencing material. It also questions assumptions that the students' motivation for learning is based on the immediate positive or negative reinforcement received rather than their interest in the content of what is learned or the social context in which learning takes place.

home language. It is the responsibility of educators to draw on students' existing knowledge. It is also educators' obligation to develop strategies to make new knowledge accessible to immigrant students without diluting material or imposing low expectations.

As globalism becomes a reality, mainstream educators and policy makers will need to view bilingualism and multilingualism as assets rather than liabilities. Bilingual education revolves around valuing what learners bring to the classroom and creating environments in which they can build on what they bring to the classroom. A substantial body of research shows that bilingual education enhances rather than detracts from learning for students with limited proficiency in English.

Two-way bilingual and dual language programs benefit mainstream students as well as immigrant students. The **Primary Learning Community** in Baytown, Texas demonstrates that a two-way bilingual classroom at the early elementary level can be a vibrant learning environment for all students when designed so that no culture dominates, and collaborative learning and teaching build on both students' and teachers' differences.

For many language minority students, both immigrant and U.S. born, English gradually supplants their home language. Students learn concepts and vocabulary in English that enable them to express themselves as informed, articulate adults. Most students do not develop language proficiency in their home language to the same degree. Hence, in gaining a language, they also lose one. This need not be the case.

The **Chinese Bilingual Program** at Seward Park High School in New York City is well known for its students' high levels of academic achievement. The program provides school support for continued development of students' home language literacy. This support enables secondary school students to progress in content areas. They develop further the knowledge and literacy that they already have in Chinese as they develop proficiency in English. Students' home language is not simply a support for learning English. Rather, it has status equal to English in its importance for their academic achievement.

Educational technology, particularly microcomputers, is a growing presence in schools. Issues of access, both at home and in school, and differential use of computers (drill versus design) raise an important question. Does technology in schools serve to transform learning environments and render quality education more accessible to all students, or does it simply reinforce existing inequities?

Projects CREATE and IMAGINE in Portland, Maine demonstrate how a less commonly used technology, the video camera and editing console, broadens the concept of literacy. Students build proficiency in the language of video as well as English. Projects CREATE and IMAGINE also illustrate the value of a curriculum that allows immigrant students to explore their family histories, community issues, and home culture perspectives. In one project, a group of students explored beliefs in their community while developing expertise in video production. Students connected with their cultural community and heritage as they gathered oral histories. They utilized the particular knowledge, skills, and experiences that they brought to the classroom as they reconnected with their families and communities. In the end, students pieced together an important aspect of their lives into a visual account.

Building on what students bring to the classroom is greatly enhanced when students are in charge of their own learning. Research indicates that their

learning is also enhanced in group situations where they must collaborate with diverse peers. With guidance, students are, in a sense, each other's own best resource. Educators must approach differences among students as a key, rather than an obstacle to learning.

Difference As a Key

Students' differences as a key rather than an obstacle to learning

Current innovations in classroom learning and teaching increasingly aim to fortify rather than overcome certain kinds of difference among students. Good educators today approach personal and cultural differences as building blocks rather than as road blocks.

New understandings of learning and knowing imply complex ways of approaching groups of learners. Research shows that individuals generally excel at certain kinds of thinking and doing, rather than at all kinds of thinking and doing. Intelligence and competence tend to be specific to a context, rather than consistent across contexts. Moreover, what is considered competence in one context, may not figure as competence in another. As good teachers know, different students learn differently. Researchers have explored how certain differences in learning style may be related to the social and cultural contexts in which learners live. The diversity of strengths and learning styles among individuals helps explain why knowledge and capacities of a group surpass those possessed by any particular individual in the group.

Difference as a key to learning has a number of implications.

Descubriendo La Lectura is a reconstruction of Reading Recovery for Spanish speaking students in Tucson, Arizona. The program cultivates children's literacy in their home language, as well as in English. It aims to affirm the language and cultures that bilingual students bring to the classroom. *Descubriendo La Lectura* illustrates that mainstream strategies and interventions can be adapted in powerful ways to serve culturally or linguistically different students. In the Primary Learning Community, difference as a key to learning is modeled by team teaching and practiced in a multi-age class. Students support and share their different developmental capacities, understandings, and home languages with each other.

Difference as a key to learning also implies developing curricula tailored to the needs and goals of different kinds of students. For students with limited former schooling and limited book literacy/numeracy, curricula that condense material and accelerate learning can be very effective. To accelerate learning, teachers combine English language instruction with content area material, rather than holding students back until they demonstrate a certain amount of proficiency in English. **FAST Math** in Fairfax County, Virginia addresses middle and secondary school students' limited schooling and literacy in their home language. The program condenses (but does not simplify) the mathematics curriculum to accelerate math learning.

Difference as a key to learning involves issues of self esteem. How students feel about themselves influences both their motivation and their ability to learn. **Elgin High School Early Literacy Program** in Elgin, Illinois develops Spanish speaking and Lao speaking students' literacy in their home language in content areas. This accelerates their learning as they develop English language proficiency. More important, it supports pride about who

It is essential to help kids feel that they are somebody, that they are not stupid, and that their illiteracy and low schooling are not their fault... Many of these students are highly intelligent and socially sophisticated. Some are in a sense well educated. They have educated themselves about the world through radio, television, and interaction with adults. They only lack formal schooling and an ability to read and write.

Gary Daphnis,
Educator and student advocate,
Boston, Massachusetts (1993)
(speaking of low literacy
Haitian students in Boston)

they are, and makes them feel better about being in school. The program has dramatically reduced the dropout rate among immigrant secondary school students.

Questioning "Universal" Ideas

Cross-cultural challenges to mainstream assumptions about education

Individuals working in culturally and socially diverse settings provide an ever increasing number of experiences that challenge mainstream assumptions about learning and knowing. These experiences have contributed to a questioning of mainstream assumptions about education, and increasing reluctance to claim the universality of particular educational values and practices.

Innovations in education can be problematic for immigrant students. Each innovation carries a set of cultural assumptions. Strategies and interventions developed in mainstream settings are not necessarily appropriate or effective for culturally different or bilingual students. Teachers, even innovative ones, cannot assume that their method is appropriate for every student, no matter how inclusive it may seem. For an immigrant student, the method may be as unfamiliar as the material.

"Student centered" or "process oriented" learning, for example, may be perceived or actually function as a barrier to culturally or linguistically different students. Immigrant students do not necessarily learn at home certain skills and modes of discourse that may help them to succeed academically and professionally in mainstream society. They may need to be taught explicitly certain skills and modes of discourse. At the same time, mainstream educators need to value the kinds of fluency and literacies that all children, especially linguistically or culturally different children, have developed outside of school. This appreciation for different kinds of fluency and literacy encourages rather than hinders students in developing other important kinds of fluency and literacy.

Student assessment is one area that has been challenged for deep cultural bias. Many education reform advocates observe that assessment both confines and defines what happens in classrooms. Until assessment approaches change, innovation in teaching and learning will be limited. Assessment in the form of standardized tests, due to its limitations, is a major factor in the overplacement of students of color, low socioeconomic status (SES) students, and limited English proficient students in "lower" ability groups and "lower and slower" programs. Over time, this tracking has a severe effect on students' self esteem, as well as the quality of education they receive and their future life opportunities.

In recent years, an increasing number of schools have experimented with innovative means of assessment. Performance assessment and portfolio assessment focus on students' learning over time and allow students to demonstrate knowledge and skills in more natural contexts. Students develop a portfolio of their work over a period of time, or they may exhibit their work (both finished work and work at certain points in the process). These forms of assessment enable students to evaluate and reflect on their own learning, rather than trying to conform to a teacher's standard.

When immigrant students enter U.S. schools, it is imperative that educators involved in intake processes generate accurate determinations of both the student's English language proficiency and his cognitive capabilities.

Unfortunately, in many schools, the student's level of English proficiency becomes the sole consideration in determining academic placement. Other factors also account for low academic placements for language minority and immigrant students. Educators often harbor unconscious bias toward children who are linguistically or culturally different. Low placements also result from well-intentioned efforts by educators to protect children from failure. Regardless of the reasons, low placement of immigrant and language minority students undercuts their chances for school success.

Evaluation procedures often contain cultural/ethnic bias. The overplacement of males, students of color, and limited English proficient children in special education programs raises serious questions about assessment processes and placement criteria. Equally troubling is the likelihood that many children are mislabeled. Cognitive issues sometimes are misidentified as psychological problems. Likewise, psychological issues may be mishandled as cognitive problems. For example, an immigrant student labeled as "mentally retarded" may, in fact, be experiencing problems caused by previous trauma. A student assessed for psychological problems may be mentally disoriented due to language and cultural differences. Perhaps most important, psychological and cognitive issues for many immigrant students often intertwine.

The **Ecological Assessment** used by graduates of the San Diego State University School Psychology Program in California requires psychologists to consider social and cultural factors. These factors may account for a student's school learning and performance issues. Ecological assessment includes the student's family in the assessment process for insight into the student's personal background and cultural context. Interventions require coordinated support for the student by family, neighborhood, community, and school.

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The areas of innovation highlighted by practices profiled in this chapter—language and literacy issues; math and science learning; technology in education; and assessment and tracking address issues of education equity that remain intense and unresolved, particularly for immigrant students. The practices in this chapter demonstrate that *equality*—"the same for everyone"—should not be confused with *education equity* for immigrant students in schools. A quality education for all students does not require identical curricula, pedagogy, assessment, or school structures for all students. Rather, it requires starting with the learner.

Primary Learning Community

Baytown, Texas

A "Primary Learning Community" (PLC) is where children five through seven years of age at George Washington Carver Elementary School spend their first three years of school. This team-taught "learning community" demonstrates that a two-way bilingual classroom at the early elementary level can be a vibrant learning environment for all students when designed and facilitated so that no single culture or language dominates. Collaborative teaching and learning utilize and build on both students' and teachers' differences.

It happened again the other day to Mary Ann Lopez-Martinez, a teacher at George W. Carver Elementary School in Baytown, Texas. While meeting with district teachers to plan first grade curricula, Ms. Lopez-Martinez suggested that "how-to" books be added to the first grade materials. Children's "how-to" books provide step-by-step instructions on how to create a small toy or craft. The other teachers in the room responded with doubt. Finally, after several minutes of discussion, one teacher who remained out of the fray turned to Ms. Lopez-Martinez and said, "Your students use 'how-to' books, don't they?" "Yes," Ms. Lopez-Martinez responded, "In fact, our kindergarten students have been successfully using 'how-to' books for quite some time now."

Mary Ann Lopez-Martinez, along with her colleague Alicia King, have grown accustomed to doubters. Both are multi-age group, dual language teachers in one of the Carver School's newly formed Primary Learning Communities (PLC). The George W. Carver Elementary School is situated in the Goose Creek Consolidated School District, and is the poorest school in the district, according to Carver's principal, Jay Stailey. The school has a diverse population of 830 Anglo, African American, and Latino¹ students. In the PLC, Ms. Lopez-Martinez, a Mexican American and Spanish speaker, and Ms. King, an African American, team teach approximately 40 students aged five, six, and seven years old. Approximately half of the students are limited English proficient (LEP). Using diverse curriculum materials and innovative instructional strategies, Ms. Lopez-Martinez and Ms. King work to educate and nurture each child.

As the initiative's title suggests, the goals of the PLC go beyond developing each student's intellect. A primary concern within the PLC is the emotional and social development of each child. To these ends, Ms. Lopez-Martinez and Ms. King utilize teaching materials and strategies that recognize each child's

1. While NCAS recognizes and respects the fact that individuals and communities differ in their preference for the terms "Latino" and "Hispanic," to be consistent, this publication uses the term "Latino" in accordance with NCAS policy, except when "Hispanic" appears in program names and titles.

abilities and do not highlight their deficiencies. They celebrate individuality, ethnicity, and culture, and do not suppress differences or emphasize conformity. They allow each child's imagination, curiosity, and drive to be the only limit to their achievement, rather than imposing limits through their own expectations. And they encourage children to share, cooperate, and settle differences maturely.

To achieve these goals in their PLC, Ms. Lopez-Martinez and Ms. King draw upon child development theories. Both believe that all domains of a child's development—the physical, social, emotional, and cognitive—are integrated, and that success or failure in one domain influences development in the others. Therefore, they dismiss instructional strategies that rely on teacher-driven learning and student expectations based on prescribed norms. They favor approaches that allow children to develop at their own pace. In their classroom, they value opportunities for children to build constantly upon successes, rather than rebuilding after failure.

Many innovations and techniques generally not found within traditional classrooms enable this child-driven approach to learning to be successful. First, the PLC is multi-age. Unlike traditional school structures where students progress through a sequence of year-long grades and are promoted based on class grades or standardized test performance, the PLC recognizes that children develop at different rates, and allows students to progress at their own pace. When grouped, children are clustered according to developmental level rather than such arbitrary criteria as age or grade level. The PLC's alternative grade structure also does away with student retention in the traditional sense. Since teachers have each student for three years, they do not feel constricted or pressured by rigid student achievement standards. Teachers at the PLC have more leeway with each student when it comes to his or her mastering predetermined sets of skills. The overall focus in the PLC is on student development and achievement; whether it takes place when the child is five years old or closer to six is considered irrelevant.

The PLC also deviates from the traditional classroom in that Ms. Lopez-Martinez and Ms. King remain the children's teachers for the entire three years. Ms. King has countered worries by some that her students, after being with her for three years, will acquire her weaknesses by pointing out that she and Ms. Lopez-Martinez teach together as a team. "Yes, I have weaknesses, so do all teachers," states Ms. King, "but where I am weak, Ms. Lopez-Martinez is strong, and vice versa. We compliment each other. If anything, a team teaching approach insulates students against a teacher's weaknesses."

And there are many more advantages to having a student for three years, instead of just one. Both Ms. Lopez-Martinez and Ms. King are experienced classroom teachers, and have previously taught in traditional classroom settings. They have found that by having students for three years, they are better able to assess the students' strengths and weaknesses over a longer period of time, and can therefore be more effective teachers. The three years also provide continuity for both teachers and students. "We do not have to spend time at the beginning of the year assessing performance levels and establishing positive relationships between students and teachers, and students and students." Finally, the multi-year structure of the PLC provides an incentive for parent involvement. The teachers at the PLC have more time to cultivate and nurture positive relationships with their students' parents and have more at stake. A child who brings his or her problems from home into the classroom brings

them for three years. It is often imperative that Ms. Lopez-Martinez and Ms. King become involved; the chances of their bringing about change are enhanced by the fact that they know their students' parents for more than just one year.

Also unlike traditional classrooms, the PLC is dual language. Ms. Lopez-Martinez and Ms. King use an additive approach toward second language acquisition among the Spanish speaking students in their classroom. For the most part, Spanish and English speaking children are integrated throughout the day. The only times children are grouped by language are when either teacher senses that the children could benefit from more intense work in language skills development. The flexibility of the PLC allows Ms. Lopez-Martinez and Ms. King to arrange homogeneous language groups on the spot, if that would be most appropriate. Overall, it is Ms. Lopez-Martinez's and Ms. King's goal that Spanish speaking children leave the PLC bilingual, and that English speaking children leave with some facility in Spanish and with advanced language acquisition skills. It is also their goal that all children leave the PLC with respect and appreciation for all languages.

The PLC's curriculum is also different from those found in most traditional classrooms. The PLC emphasizes thematic, interdisciplinary units in both English and Spanish, with added focus on whole language and phonetics. The teachers do not allow lack of facility with either English or Spanish to become a barrier to student achievement. In the past, children at the PLC have engaged in thematic units on various topics ranging from eggs to Mexico. Since no opportunity for learning in the PLC is confined to one discipline, these units have provided students with lessons and practice in numerous skill areas, including writing, reading, arithmetic, and geography. The curriculum materials found in the PLC also differ from those found in the traditional classroom. Basal readers and other textbooks have been replaced with children's literature and student-illustrated books. Worksheets have been replaced with journals and other materials that result from students' writing. Manipulatives can be found throughout the PLC. Materials that celebrate art, music, and culture are common throughout.

Finally, and perhaps most importantly, the PLC is designed more as a place for children to learn than as a place for adults to teach. Both the physical design of the classroom and the teaching styles of Ms. Lopez-Martinez and Ms. King are child driven. Orderly rows of desks and chairs are missing. In their place are open spaces where children can sit or lie on the floor. Learning centers for writing journals, art, music, math, poetry, listening, games, overheads, computers, social studies, science, woodworking, and reading are scattered around the room and are stocked with learning materials for children at all stages of development. At the reading center, a big old couch is a favorite piece for children to sit or lie on while reading. Students' work is celebrated on the PLC's walls or, in the case of kites that the children make, hung from the ceiling. Students engage in active, hands-on learning that focuses on applications and conceptual understanding. Moreover, Ms. Lopez-Martinez and Ms. King insist on cooperation and interaction not just between students, but between students and teachers as well. The teachers aim for members of the PLC to respect, praise, and support one another.

Activities involving acting out, role playing, singing, dancing, and the manipulation of materials are engaged in by everyone nearly every day. On a recent day, Ms. Lopez-Martinez and Ms. King donned costumes. With

Ms. Lopez-Martinez mounted on a "bull" created by the students, she and Ms. King brought Bill Martin's children's book *White Dynamite and Curly Kid* alive for the entire classroom. The story, which is about a rodeo performer and his daughter, addresses gender-based stereotypes. On another day, when the PLC was doing a thematic unit on bears, children passed through an improvised metal detector before boarding a cardboard plane scheduled to make stops in Northern Canada. With buckets of ice on the floor to simulate the tundra's cold and snowy climate, children disembarked from the plane and peered into a cave (actually a tent) in hopes of capturing a glimpse of a polar bear. One child's tale when she got home that afternoon was so compelling, her mother showed up at the PLC the next day to find out who took her daughter to Canada!

Both teachers report that the students, both Spanish speaking and English speaking, are progressing at either a "normal" or "advanced" pace.

Ms. Lopez-Martinez and Ms. King are also thriving at the PLC; both express doubt as to whether they could ever return to a traditional classroom. At the same time, however, they are quick to caution that a PLC may not be for everyone. On the topic of team teachers, they advise that it is not enough that the teachers' abilities complement one another: "They must also share the same philosophy toward teaching, and toward children and life in general."

They also warn that team teachers must learn to disagree with one another, and be able to withstand criticism from other teachers who are not involved in the PLC. But in the end, both Ms. Lopez-Martinez and Ms. King believe that what they are doing is right for the children. And although not all other teachers agree with them openly, some do so in more subtle ways, by moving beyond their doubts to embrace ideas that have originated in the PLC.

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Descubriendo La Lectura: Serving the Children

Tucson, Arizona

Descubriendo La Lectura, a reconstruction of "Reading Recovery" for Spanish speaking students, supports children's literacy in their home language, as well as English, to affirm the culture and language that students bring to the classroom. Learning in their home language in culturally appropriate ways enhances student learning in English. Descubriendo La Lectura illustrates that mainstream strategies and interventions can and often must be adapted in fundamental ways to serve culturally and linguistically different students effectively.

Descubriendo La Lectura (DLL) is a Spanish language reconstruction of the Reading Recovery program. Developed in New Zealand by Dr. Marie Clay, Reading Recovery is an intervention that identifies and addresses reading difficulties early in a child's educational experience. Students receive intensive one-on-one tutoring for 30 minutes a day, 5 days a week, for 12 to 20 weeks.

Teachers who present Reading Recovery instruction receive extensive training in its application. Instruction includes reading numerous "little books" and daily writing. Lessons presented follow a specific sequence designed to help children become independent readers. Students exit the Reading Recovery program as soon as they catch up to the average reading level of their class.

The Spanish language reconstruction of Reading Recovery, Descubriendo La Lectura, was developed in 1988 by the Tucson Unified School District (TUSD) through a team effort utilizing the input of bilingual teachers, coordinators, and resource specialists. The program was designed to help first grade students who are "at risk" of not acquiring literacy. Olivia Ruiz, TUSD Chapter I Coordinator and the first teacher leader in DLL, states that, "Descubriendo La Lectura is for children with some idea of the process of decoding print and with some idea of what is going on in the classroom, but who are not experiencing success in acquiring literacy—the grey area kids."

In schools where DLL has been implemented, almost all participants have risen to average level upon completion of the program and have continued to progress at average levels. Furthermore, these students have not needed additional remediation or special services. For students whose needs require more services than DLL can provide, the program serves as a "last chance" before being referred to alternative programs.

In TUSD, students are ranked from top to bottom in first grade, with the bottom 20 percent to 30 percent of the class being referred for evaluation for the DLL program. The instrument used to evaluate children for identification is the Spanish Observation Survey, reconstructed from the Observational Survey developed by Marie Clay. The survey is a tool to help the teacher understand more reliably how a child distinguishes and processes literacy activities. The

survey gives greater detail in the evaluation of the student, not simply as a diagnosis or assessment, but by allowing for different ways to "look" at a child.

Children are asked to address six demonstrable tasks consisting of letter identification, word recognition, concepts about print, writing, dictation, and text reading. The survey allows for various ways of answering. For example, recognition of a letter can be demonstrated several ways, by being in a word familiar to the child, by its sound, or by recognition in a different language.

TUSD Descubriendo La Lectura Program serves Mexican, Mexican American, and Native American students who have had at least one year of schooling prior to consideration for program participation. It does not accept students who have been retained or are placed in special education programs. The first criterion, that children have had at least one year of schooling, is sometimes relaxed since many children come from Mexico with incomplete records, making it difficult for TUSD personnel to assess their formal educational backgrounds. Exceptions have also been made for children retained due to placement in an English reading program instead of a bilingual program that provided home language instruction. (If Chapter I funds are used to support the initiative, Chapter I criteria must also be met.)

Tucson, Arizona is situated in the northern reaches of the Sonoran Desert, approximately 85 miles from the Mexican border. TUSD serves approximately 58,000 students speaking 37 different languages. Approximately 37 percent of the student population is Latino (predominantly Mexican and Mexican American). In the development of DLL, language, culture, and learning styles were major considerations. In the interaction between teacher and student, attempts were made to model culturally appropriate adult and child interactions in order to raise student comfort levels.

For example, teachers often use the phrases "Mi'jito" or "Mi'jita," which mean "my son" and "my daughter." These terms are used commonly in many settings where adult-child interactions occur. Teachers may also communicate with children in ways that are culturally comfortable through their informal physical interactions and body language.

Descubriendo La Lectura instructional processes are based on observations of the whole child. Teaching strategies are selected because they best support the child's progress. Teachers may use any method or technique that best helps the student to determine the meaning of the text.

TUSD implements DLL in the schools one of two possible ways. The first is a co-teaching model; the second is a resource teacher model. Both fall within Chapter I guidelines. In the co-teaching model, two DLL trained teachers work together in a classroom. While one teacher pulls out four DLL students during the first half of the day, the other teacher instructs the remaining students. After lunch, the teachers switch positions. One teacher focuses on teaching language arts content, while the other teacher focuses on math, science, or other content areas. The teachers plan lessons during lunch or after school, working on thematic units to generate continuity. Teachers jointly participate in parent conferences, and jointly determine student grades. Teachers who implement the co-teaching model are paid from a combination of Chapter I and district funds.

The second model is the resource teacher model. This model provides a trained DLL teacher who spends half of each day working with the intervention program and the other half-day modeling lessons and "teaming" with the classroom teacher to serve Chapter I students.

The Descubriendo La Lectura program consists of 12 to 20 weeks of intense daily 30-minute, one-on-one sessions. The following is a descriptive overview of the program by Kathy Escamilla, an educational researcher, and Anna Andrade, one of the developers of the Descubriendo program:

"Once identified by the Spanish Observation Survey, children and their teachers spend the first two weeks in the program interacting via a procedure known as 'Roaming in the Known.' During this time, teachers read books to students, students read books together, and each child also reads independently. Students also write or dictate messages every day. Teachers use these activities as opportunities to observe the child and to build rapport with him or her."

After "Roaming in the Known," formal lessons begin. While Descubriendo has a standard lesson format, it is important to note that the content of the lessons, books, and literature used varies greatly from child to child. There is no typical Descubriendo lesson.

Teaching strategies are based on the child, and lessons guided by the needs of the whole child. The teacher observes and records what the child is doing. After reading, the student writes a story that she or he has composed, grounded either in the material that the child has read or in the student's own experiences. If a word is misspelled or if the student does not know how to spell a word, drawing space at the top of the paper serves as a practice area. Teachers instruct in various ways to attempt the spelling of the word, including phonemic awareness activities. Physical behaviors, such as a child putting a finger under certain words, are also observed by the teacher and serve as feedback to the lesson given. Staff note that students become independent readers by learning specific strategies in self monitoring, cross-checking, predicting, and confirming.

If a student relies excessively on one strategy, Ruiz notes that "a teacher will do some self-monitoring to see if she or he has influenced the child in doing so." The teacher generates ideas about what additional strategies need to be taught in order to give the student a well-balanced set of tools for reading. Ruiz notes that students pick up the writing process much sooner than the reading process. One factor may be the consistency of the sound-letter relationship of the Spanish language.

In the classroom, students are graded in reading and language arts using whatever evaluation instrument the classroom teacher had previously used. There is no need to grade students on a different scale or on DLL specifically since DLL does not take the place of the students' regular classroom assignments. Rather, DLL is a pull-out program that enables most students to begin to meet average classroom standards. For example, in the first quarter, the child might be reading below grade level, but by the second quarter, the child might have begun to climb to average. Students progress well on both norm-referenced and criterion-referenced assessments. Improvements were also noted in teacher assessment skills. One teacher at Mission View Elementary School stated that her assessment is now a more accurate account of students' progress because DLL allowed her the time to "see" the child more fully and gave her better tools to facilitate teaching and assessment.

Marie Clay views Descubriendo La Lectura as a "reconstruction" of Reading Recovery, not a translation or adaptation. According to Amelia Basurto, Bilingual Project Specialist for Chapter 1 TUSD Programs and one of the developers of DLL, "the Spanish Reading Recovery falls under the umbrella of

bilingual education and it contributes to the maintenance model of late exit." Basurto, Ruiz, and Patricia Lopez, Coordinator of Bilingual Resources, agree that the goal of the program is to develop competent bilingual, biliterate individuals. They feel that to assume that children are "doing this just to learn English" approaches literacy education from a deficit model.

Ruiz, Basurto, and Lopez stress that in order for the students to relate to print materials, the literature must reflect the experiences and culture of the children. TUSD has worked with publishing companies to create more authentic literature for students. They have encouraged publishers to obtain works from Latinos (specifically Chicano writers) in the U.S. so that the work will be culturally and linguistically relevant. They have also promoted the use of Latino illustrators who are bicultural in order to visually reflect the cultural aspects of the stories.

Ruiz (1992) notes that, "Currently about five million school-age children in the U.S. enter school speaking languages other than English...Spanish is the first language of about 85 percent of these students...We believe that *Descubriendo La Lectura* will continue to meet the needs of many students who might otherwise not have had a chance to succeed in our educational system. More importantly, *Descubriendo La Lectura* creates an environment that validates the cultural background and first language of language-minority children, enabling these students to become good readers in two languages."

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Seward Park High School Chinese Bilingual Program

New York, New York

Seward Park Chinese Bilingual Program in New York City, the oldest federally funded Chinese bilingual education program in the United States, has its vision fixed on the next century. As global interdependence grows, bilingualism and multilingualism will be important assets. Any kind of monolingualism, including English monolingualism, will be a disadvantage. Well known for students' high levels of academic achievement, the Seward Park Program provides courses and school support for students to develop parallel competence in both Chinese and English language in all major subject areas. Secondary school students not only build on the literacy and knowledge that they already have in Chinese, but also expand that literacy and knowledge in Chinese as well as English.

Seward Park High School is located in New York City's lower Manhattan, not far from Chinatown. The school's hallway walls and display cases exhibit photographs, notices, posters, and news items in Spanish or Chinese or both, sometimes accompanied by English, sometimes not. According to Dr. Jules Levine, principal of Seward Park, Manhattan's lower east side historically has been a place where the city's new immigrants first settle, and Seward Park has been the high school that their children attend. The largest immigrant groups at Seward Park today are Mainland Chinese and Dominicans. The number of students from Bangladesh has increased rapidly in recent years, as well.

In 1975, in response to social and psychological isolation, along with a high dropout rate among Chinese immigrant students, Seward Park High School became the first high school in the country to receive an Elementary and Secondary Education Act (ESEA) Title VII grant for a pilot bilingual program to serve Chinese speaking immigrant students. Since that time, with the normalization of U.S.-China relations, a redefinition of U.S. immigration quotas, and the end of the Vietnam war, ethnic Chinese immigrants have come to the United States in increasing numbers.

In New York City public schools today, there are more than 14,000 Chinese limited English proficient students, more than 5,400 of whom are high school students. The majority of these students are from the People's Republic of China. They face the challenge of a new culture, a new educational system, a new language, and often a new socioeconomic status as well.

Since 1983, 2,000 Chinese bilingual students have graduated from Seward Park. More than 90 percent of those graduates entered college after high school. Ninety-three percent of the graduates last year entered college. Seward Park today serves 1,000 Chinese bilingual students who immigrated from the People's Republic of China, Hong Kong, Taiwan, Southeast Asia, South

America, and Europe. At least five different Chinese dialects are represented among these students.

In its fifth and final year of Title VII funding, Project CHOICE (Chinese Opportunities in Career Education) serves 150 Chinese bilingual students at Seward Park High School and Norman Thomas High School in Manhattan. Students receive instruction in ESL (English as a Second Language), Chinese Language Arts, and Chinese-English bilingual instruction in mathematics, social studies, and science. Students may also choose from a wide range of Chinese-English bilingual electives, including Career and Technical Education; Word Processing; Reading through Keyboarding; Introduction to Occupations; Electricity; and Technical Drawing.

According to Katherine Sid, the energetic Project Director, the aims of the program are to develop the English language ability of Chinese bilingual students; ensure that they progress academically at the same rate as their mainstream peers; and at the same time, maintain and develop their proficiency in Chinese. Dropout prevention and parent involvement are also important aims of the program. In addition, the program enables students to acquire valuable business and technical skills to support their future success in a career.

The Chinese bilingual program at Seward Park High School currently offers almost 80 bilingual classes, and nearly 100 ESL and Chinese language arts classes. There are 59 Chinese speaking staff, 5 counselors, and 35 Chinese speaking subject area teachers in monolingual English classrooms. Many of the Chinese speaking teachers who now teach in various departments in the school began as bilingual paraprofessionals. They earned college credits to become regularly appointed teachers. Hence, Chinese teachers are not "tracked" only to teach Chinese bilingual students.

Pat Ng, Resource Specialist, notes that professional development and support for careers in teaching are integral to the program. Since 1980, 15 to 20 paraprofessionals in the Chinese bilingual program have become certified teachers. The program holds three to four professional development seminars each year. Last year, the seminars ranged in topics from Using Two Languages in the Classroom and Expository Writing in English and Chinese, to Cooperative Learning and Chinese Papercutting.

The Chinese bilingual program has developed curriculum materials in Chinese for teaching mathematics, general science, biology, U.S. history, social studies, and career education, as well as handbooks for teachers, students, and parents. These materials, as well as professional development training, are available to other schools across the country through Seward Park's Project EXCELL (Excellence in Chinese-English Language and Learning), a Title VII Academic Excellence program.

As stated by Katherine Sid, the goal of the bilingual program is not simply to use students' home language to build proficiency in English to mainstream students or prepare them for monolingual English college or careers. The goal of supporting and developing their spoken proficiency and literacy in Chinese is equally important. A second goal of the program is to cultivate students' knowledge about and pride in their cultural heritage. Although the Chinese dialect that students speak at home may not be the Mandarin Chinese (the official Chinese dialect) that is used in classes, the written language is the same for all Chinese speakers, regardless of spoken dialect.

A Chinese Culture Club offers extracurricular activities and leadership opportunities outside of class for Chinese bilingual students. Chinese Culture

Club members are involved in Open School Night at city elementary schools to assist with interpretation and orientation for Chinese speaking parents. The club produces an annual bilingual journal of students' creative and expository writing, art work, and photography. A Multicultural Club, founded to promote positive relations among the diverse ethnic groups at Seward Park, provides an important opportunity for Chinese American students to work with students of different ethnic backgrounds.

In addition, PATS (Project Achieve Transition Services) offers support to students who enter the school midway during a term. Orientation and tutoring are provided for students, and social services are available for students' family members. There are five Chinese bilingual counselors at Seward Park to provide students with guidance in course selection, postsecondary plans, and personal issues.

The Chinese bilingual program also supports students by supporting students' families. A family literacy program, FELP (Family English Literacy Program), inaugurated in the fall of 1992 and funded by a Title VII grant, serves more than 150 parents and adult relatives of Chinese and Spanish bilingual students. The program helps participants develop English literacy and conversation skills. Equally important, FELP brings family members into the school building on a regular basis, helping to establish channels of communication between school staff and family members.

By establishing relationships between school staff and student family members, and by familiarizing adult family members with the school building, Sid and her colleagues intend to nurture a sense among both school staff and families that the school staff are available and accessible to students' parents and family members. The program recognizes that parents are not the only important adults in a child's life—grandparents, uncles, aunts, adult siblings, and cousins may all attend. One FELP participant explains why she joined the English literacy program: "Although I work with English speaking people every day, most of the time I do not understand them... Sometimes I speak English incorrectly, I make mistakes speaking to people and I feel sad."

The program meets two nights a week for a total of six hours per week. Three levels of ESL conversation and literacy are offered. The attendance rate during the first year was 85 percent. One of the primary goals of the program is to enable parents and adult relatives to participate more fully and effectively in students' formal education as supporters and advocates.

Louise Oppedahl, the program's teacher trainer, notes, "Cultural differences can have an enormous effect on the way a new immigrant negotiates or fails to negotiate his or her environment. Parents need time to adjust to and learn about their new environment, and to practice interacting with others in ways that may seem strange and uncomfortable. Among other things, newly arrived parents must develop an understanding of the U.S. education system and the ways in which a school actually works. Then they will be better able to help their children in dealing with school experiences in this country."

In addition, all participants attend a course titled "Parent, Child, and the School," to increase their knowledge about the U.S. and the local school system. The course covers topics ranging from student absenteeism, school discipline procedures, and the school calendar, to home environments that support learning and career choices. The FELP curriculum focuses on participants' daily life in the U.S., particularly "survival skills" and school-related situations. Participants also learn about family health issues, including HIV/AIDS, sexually transmitted diseases, and drug abuse.

In hopes of increasing Chinese bilingual students' parent/family involvement in the school, FELP participants are encouraged to attend school meetings, including Open School Night, College Information Night, and an annual Citywide Chinese Parents Conference. In April, the program rented a bus to transport parents and staff to a Parent Institute sponsored by the New York State Association for Bilingual Education.

The staff of 14 teachers and paraprofessionals meet monthly with Katherine Sid, the FELP director, and Louise Oppedahl, the trainer, to discuss the curriculum, teaching strategies, and classroom issues. Not surprisingly, at present there is a long waiting list of student family members hoping to participate in FELP.

Also conveniently housed at Seward Park High School is New York State's Chinese/Asian Bilingual Education Technical Assistance Center (CABETAC). CABETAC serves as a clearinghouse and depository for instructional materials in Chinese and other Asian languages. CABETAC staff develop new bilingual curricula in addition to offering workshops to schools and school districts on such topics as student needs, limited English proficient students' social and cultural issues, and bilingual theory and methods. In collaboration with the New York Chinese Bilingual Educators Committee, CABETAC sponsors an annual Statewide Asian Education Symposium for educators, teachers, and co-sponsors, as well as an annual Citywide Chinese Parents Conference. Education roundtables and cultural activities are also organized by CABETAC.

All of the programs based in the Chinese Bilingual Program are grounded in a belief articulated passionately by Katherine Sid—that students' knowledge about their home language and culture strengthens their connection to their family and communities, and fortifies their aspirations for the future. Sid notes that the difficulty that language proficiency and cultural familiarity pose for intergenerational communication and understanding is a source of tension and conflict in many immigrant families. In addition to reinforcing family and community ties, the bilingual program aims to prepare students for the 21st century when bilingualism and multilingualism will be recognized as assets.

The school day ended hours ago. The halls are quiet in the early evening. FELP family members will soon arrive for their class. The Chinese Bilingual Program office is busy. The phone rings occasionally. Staff are seated around a table translating instructional materials. Several students who were in a tutoring session leave. Two young women enter the office and inquire about FELP. They wonder whether they are eligible. They would like to join the class tonight. Louise Oppedahl greets them warmly. Katherine Sid, who has been at school since early morning, seems to sigh before she enthusiastically points out that bilingual Chinese students, literate in a language used by more than one-quarter of the world population, possess an asset that should be developed rather than diminished.

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Elgin High School Bilingual Program: Native Language/Early Literacy Component

Elgin, Illinois

The Early Literacy Component of the Bilingual Program at Elgin High School is a creative response to the growing numbers of limited English proficient immigrant students who register for high school with limited literacy in their home language and often limited previous schooling. It is a content-based native language/sheltered English program that integrates "low literacy" students into regular home language (Spanish or Lao) and bilingual classes to ensure peer support for their learning and promote their equal access to content courses—both important sources of motivation for school success.

Now a small city, Elgin, Illinois, was once a rural community. Today, situated on the periphery of Chicago's outer suburbs, Elgin is marked by malls and industrial parks. Mexican immigrants settle in Elgin to work primarily in the service and industrial sectors. Southeast Asian and East Asian immigrants have settled in this area, as well.

A growing number of recent immigrant students today enter Elgin's middle and high schools with little or no schooling. These students and the schools they enter face special challenges. Innovative teachers and administrators have begun to develop programs to serve them more effectively.

Many factors account for low literacy (or "early literacy") among immigrant students. War or civil turmoil, as well as poverty and childhood spent "on the move" explain why many children do not have formal schooling before arriving in the United States. Some immigrant students come from poor rural areas where education is not readily available. Others have had limited contact with printed materials.

In response to a growing number of early literacy students, Elgin High School has developed a creative content-based native language/English as a second language (ESL) program that respects students' home language and culture, and promotes equal access to content courses for early literacy limited English proficient students.

A school of about 3,000 students and one of the school district's three high schools, Elgin High School is the designated site for all limited English proficient students (though students may attend any of the three schools). The limited English proficient population at the school this year totals some 400 students. The school's bilingual program includes Spanish and Lao home language components.

Supported by state and local funds, bilingual education began at Elgin High School in 1971, five years earlier than mandated in Illinois. The program grew rapidly as local demographics changed. In 1978, Elgin High School administrators and teachers recognized that content courses such as mathe-

matics, science, and social studies, as well as English language courses, were important for limited English proficient students if the school was to remain faithful to its motto, "Education for All." They realized that the school's mission required them to provide the steadily increasing number of early literacy students with the same access to knowledge and skills that mainstream students enjoy.

The program that resulted as an alternative to the "pull-out" model provides content courses taught in native languages (this year, in Spanish and Lao) and ESL content courses. Students exercise a certain amount of choice in course selection, with the guidance of teachers and counselors. Native language courses include Biology, Chemistry, Health, Algebra, Economics, Freshman Math, Geometry, Pre-Algebra, U.S. Civics, and U.S. History. Native language electives include Introduction to Law, World Geography, World History, Consumer Math, Computer Science, Spanish for Spanish Speakers, and Spanish Reading.

Content ESL courses include U.S. History, Economics, Civics, Health, Biology, and Refresher Math. ESL vocational elective courses include Typing, Drafting, Wood Working, Machine Shop, and Clothing Foods. All classes are taught by either ESL teachers or teachers with some training in ESL methodology.

Ninety percent of all limited English proficient students at the school are Latino, primarily students of Mexican heritage, with some Caribbean Latinos. Most early literacy students (15-20 per year) in recent years have been Latino. Some early literacy students have completed school in their home country through the third or sixth grade. Increasingly, students arrive at Elgin High School with no former school experience. The Laotian community now consists mostly of an established population with few recent immigrants. Laotian students, by and large, enroll in mainstream classes. There have been more than 50 Laotian students in the bilingual program each year in recent years. Few enter with low literacy.

For early literacy students, a typical course schedule in the first year would include Developmental ESL, Survival ESL, Spanish Reading, Spanish Freshman Math, Spanish General Science, ESL Home Economics or ESL Industrial Arts, ESL Refresher Math, and Physical Education. For the second year, there is ESL I or II; Developmental ESL II; Spanish course offerings; Lao course offerings; and Physical Education. Beginning in fall, 1993, the Spanish reading, math, and science teachers will have one period of shared planning time each day to develop integrated thematic instruction.

ESL placement is based on the student's previous English language instruction, a writing sample, an oral reading inventory, and the teacher/counselor's judgement. All limited English proficient students receive two class periods of ESL instruction every day. Students receive full credit toward graduation for all courses that they complete.

The current staff includes 16 bilingual and ESL teachers. Ten teachers are Latino, three are Laotian, and three are European American. There are two bilingual counselors; one is Puerto Rican and one is Mexican. One of the Laotian teachers serves as a part-time counselor and community liaison. A much needed cross-category bilingual Spanish special education teacher is to be added to the program.

Students' entry assessment, as described by Diane Longfield, the high school Bilingual Liaison, while never perfect, is extensive and all teacher-made.

It includes an interview and tests to evaluate a student's oral and written proficiency in English, ability in mathematics, and reading ability in the student's home language. The exit assessment is multifaceted. It includes evaluation of the student's literacy in her or his home language and English, as well as teacher counselor assessment of the student's academic and personal (psychosocial and behavioral) progress.

Students transition out of the program gradually by trying mainstream classes. As a dropout prevention measure, a late-exit component permits students to stay in the program for as many as six or seven years, depending on their age and grade level. Students who do not transition out of the bilingual program, including most early literacy students, can graduate from high school through an equal credit system that grants credit toward graduation for native language and ESL courses. In Illinois, students are entitled to public schooling until they reach 21 years of age.

This year, as in the past, early literacy students are integrated into regular native language and bilingual classes. For these students, teachers provide a range of activities (not all literacy based) and rely on cooperative learning strategies, grouping students carefully so that they can share their knowledge and strengths rather than focus on their disparities. Students are assigned group roles and responsibilities that both challenge and highlight their abilities. Longfield emphasizes that cooperative learning must be designed with forethought and care. At the beginning of the year, for example, an early literacy student would not be asked to take responsibility for the reading aspect of an activity. Instead, she might be responsible for designing visual graphics, for providing an oral report, or for facilitating the group's discussion.

While few early literacy students transition to mainstream classes, many graduate from high school and a number have gone on to attend community college or training programs for technical careers. Diane Longfield mentions with fondness one early literacy student who finished when she was 20 years old, went on to attend a local community college, and is now a fashion designer.

Suzanne Wagner, former teacher in the program and currently Director of Title VII projects in Elgin, credits many students' success to the positive school environment that welcomes students of diverse backgrounds. According to Diane Longfield, the presence of a Latino dean who works closely with the program and limited English proficient students at the school is important. A key to the bilingual program's success, particularly with early literacy students, is the concentration of expertise and resources in the school that permits a certain flexibility in serving limited English proficient students. A student who has needs that are not being met in one class generally can be shifted easily to another class.

Support for students outside of class includes peer tutoring and a mentor program, whereby individual students and teachers exchange phone numbers. Teachers are available to listen, answer questions, and offer advice to students about concerns that go well beyond the scope of academics.

Students who participate in the cultural clubs, points out Wagner, develop interpersonal skills and leadership profiles that enable them eventually to become active in mainstream student organizations and activities. For example, certain Latino and Asian students who first were involved in a culture club eventually participated in the schoolwide Cross Culture Committee, a task force that meets during the school day to address cross-cultural issues and racial prejudice at Elgin High.

Equally important for the success of the program, notes Longfield, is the commitment of teachers and staff to work as a team despite the fact that their rooms and offices are scattered throughout the large building. Teachers and staff meet regularly every two to three weeks. In addition to such team building events as institute days and Outward Bound, teachers find that small-scale activities, such as celebrating everyone's birthday, foster a sense of team work and group support. In the fall of 1993, the teachers hope to begin peer partnerships to jointly problem solve and critique each other's pedagogy and curriculum. In the meantime, there is funding for curriculum writing for summer 1993.

Professional development for teachers has also been a priority. The bilingual program works closely with a nearby state-funded Illinois Resource Center. Teachers learn new strategies and skills that are not necessarily directly related to bilingual or ESL issues, but which help them become better teachers. The focus during the 1992-93 school year was collaboration and teamwork among teachers.

A major strength of the program, according to Suzanne Wagner, is a learning environment that demonstrates its commitment to building student pride in who they are and where they come from, and encourages students to exercise some choice in their lives regarding what they learn, with appropriate guidance from adults. The perception and experience of having their home cultures and languages respected, and the feeling of belonging result in students' positive attitudes toward learning and respect for others. Wagner notes that for immigrant students, language is only part of the problem, and bilingual education is only part of the solution.

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FAST Math

Fairfax, Virginia

Math and science, in particular, serve as "gatekeepers" to high status and high income professional careers. Females, students of color, and bilingual students, specifically, are taught and tracked in schools in ways that generally rule out their high achievement or continued studies in math or science. The FAST Math program addresses middle and high school students' limited literacy/numeracy in their home language, and limited formal schooling by condensing the math curriculum to accelerate learning.

In recent years, Fairfax County Public Schools' (FCPS) English as a Second Language (ESL) Program has annually served more than 7,000 students representing over 100 different language groups. The locally-funded English as a Second Language Program is offered in 110 schools across an area of almost 400 square miles. In addition to students born in the U.S., ESL students include the children of refugees or recently arrived immigrants, as well as the children of foreign embassy personnel. The two largest ethnic immigrant groups in Fairfax County Public Schools are Latinos and Asians, primarily from Central and South America, and Southeast Asia.

The ESL program began in FCPS in 1974 with 375 students. As there was a diversity of languages represented, and there was a limited concentration of any one language group in any one school, the ESL instructional approach was selected to meet the needs of FCPS limited English proficient students. A large number of refugees arrived from Southeast Asia beginning in 1975. At that time, the ESL program was sponsored by Title I and the Indochinese Refugee Program (ICRP). Since 1977, the ESL program has been funded primarily by Fairfax County Public Schools. Some support is also received from the Commonwealth of Virginia and the U.S. Department of Education through discretionary and formula grants.

A variety of instructional models has been used since the program's inception, including itinerant teachers; pullout programs; transporting students to center-based schools; and school-based whole classroom instruction. Initially, the school system adopted a "center-based" approach; adjacent schools clustered ESL students together in a centrally located school. The current program approach supports opening ESL programs in students' neighborhood schools to the extent possible. Although a few center-based programs remain, all high schools, most middle schools, and over half of all elementary schools offer ESL instruction. ESL teachers are staffed at schools in proportion to the number of ESL students at the schools. At the elementary level, when students are not working directly with the ESL teacher, they participate in general education classroom activities. At the secondary level, students have ESL for certain

periods of each day, and select from other course options for the remaining periods of the day.

The primary goals of the FCPS ESL program are: 1) to facilitate the acquisition of English and literacy skills so that students can fully participate in the general education program; 2) to provide instruction that satisfies the cultural as well as linguistic needs of students; and 3) to promote the contributions of different cultures and languages to our society. These goals are based on the philosophy that students can acquire a second language more readily if they have the opportunity to use it in a variety of situations—in the classroom, on the playground, and in the community. The program follows an integrated language arts approach to language development. Listening and speaking, for example, are reinforced through reading and writing. As students acquire vocabulary, grammatical structure, and fluency, they experiment with the new language, make generalizations about it, refine their skills, and build upon what they have already learned.

When language minority students enter FCPS, their English language and home language skills are assessed. Students are placed in ESL classes according to their level of English language proficiency. The four levels of English language proficiency are: Advanced (B2), Intermediate (B1), Beginning (A), and Beginning Literacy students who have had limited, interrupted, or no previous schooling in their home language (LA).

Some of the special services offered by the FCPS included a centralized system for registration, translation, and interpretation services. At Central Registration, bilingual specialists assist parents and guardians in completing the necessary admission forms and inform them of county services available for their use. As parents complete registration forms, students' English and home language skills are assessed. Personnel at the center also make arrangements for student transportation, and inform the principal and parents as to when the child may begin school.

The large and diverse limited English proficient (LEP) student population has led Fairfax County Public Schools to develop special programs for their ESL students. Fairfax County Public Schools has given special attention to immigrant students with limited formal educational background in their country of origin. An increasing number of immigrant students have a limited formal educational background, often because the educational system in their country of origin has been affected by war or political turmoil. Programs have been developed to provide these students with instruction in ESL and the content areas to prepare them to perform at grade level in this country. The FAST Math Project is one such program.

FAST Math is a federally-funded Title VII project designed to meet the mathematics and literacy instructional needs of ESL students who have limited previous schooling. The Project has been implemented by the FAST Math Resource Teachers: Mary Helman, an elementary school math specialist and Keith Buchanan, a high school ESL specialist. The FAST Math Project is composed of two main components—the development of a math curriculum for students and special training for teachers. The math curriculum is designed for newly arrived ESL students who are three or more years below grade level in math and who have limited literacy skills in their home language. The course covers essential math that the students need in order to perform at grade level. FAST Math also focuses on the English language skills necessary to communicate mathematically.

During the 1991-92 academic year, FAST Math was implemented in six high schools. During 1992-93, it was implemented in seven middle schools and expanded to other high schools. For the current 1993-94 school year, the program is being implemented at the upper elementary level in nine pilot schools and has expanded to other middle and high schools in the district as well as other surrounding districts. The FAST Math curriculum is also being implemented in the school district's alternative high schools and adult centers.

The curriculum has been designed to begin at the student's level of the mathematic proficiency. Students then develop skills to prepare them to take subsequent math courses. The curriculum is based on the Fairfax County Program of Studies (POS) in accordance with the National Council of Teachers of Mathematics (NCTM) Curriculum Standards. The course includes units in Number Concept and Theory, Operations, Measurement, Problem Solving, Data Analysis, Statistics and Probability, Mental Math and Estimation, Geometry, and Fractions. All units, with the exception of Operations, are taught to the entire class. The Operation unit is individualized according to each student's needs and paced accordingly. FAST Math emphasizes hands on activities with manipulatives, calculators, and computers.

A typical lesson includes a math objective and the corresponding language foundation. Math vocabulary is taught to ESL students as a part of each lesson. The curriculum given to teachers includes detailed ideas on how to teach math as well as the elements of the English language and American culture relevant to the learning of the math skills. All the necessary student practice pages and overhead blackline masters are included with each lesson. Given the range of students' English skills, literacy levels, and math skills, the program seeks to limit class size to not more than 15 students, enabling the teachers to individualize instruction when necessary.

Students may enroll in FAST Math for two years, but most students complete the course in one year or less. In order for students to receive math content credit toward graduation requirements, the state mandates that the course be taught by a math certified teacher. ESL students enrolled in FAST Math attend other ESL classes as well.

FAST Math provides training and technical assistance in integrating ESL and mathematics teaching methodologies for those teaching the course. There are five half-day inservice training sessions scheduled during the year for teachers. One focus of the training is teaching math in accordance with NCTM standards, which promote problem-solving, communication, and the use of higher order thinking through using concrete experiences. A second focus of the training is ESL instruction and literacy development. Topics of training include: ESL techniques for the mathematics classroom, enhancing math skills with computers, using alternative assessment in math, and reinforcing math concepts in the ESL classroom. In addition, a summer course on teaching math to limited English proficient students is offered to teachers. The course focuses on multicultural awareness, understanding mathematics approaches around the world, and ESL techniques for teaching mathematics to second language students. Finally, individual technical assistance is provided to teachers by the FAST Math resource teachers.

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Projects CREATE and IMAGINE

Portland, Maine

Technology is a growing presence in schools, from word processing to interactive video. The use of technology for educational purposes has been evolutionary and controversial. At the very least, computers have compelled educators to broaden their definition of literacy to include more than reading printed matter and writing texts. Projects CREATE and IMAGINE in Portland, Maine further broaden the notion of "literacy" and "proficiency" as students develop English language skills along with technical video production expertise. Students learn the idiom of camera work and the grammar of video editing along with idioms and grammar in English. In one project, students connected with their home cultures and communities by documenting and reconstructing personal stories and oral histories.

Historically, immigrant and limited English proficient (LEP) students have not always had a smooth transition from school to the work force. They often find that there are few options available to them because they lack English proficiency and other specialized or technical skills required to enter academic or career tracks. They have also been hindered by educational programs that do not effectively address or recognize their language and cultural needs, limited parental involvement in their education, and lack of information concerning career opportunities. While there is a growing population of linguistic and cultural minorities in the U.S., these factors place LEP students at a disadvantage upon entering the work force.

Project MAINE (Maine Assists Innovators in Nurturing Excellence) was developed to address this situation. This program combines a career awareness curriculum with English as a Second Language (ESL) and native language materials while also providing additional native language assistance in several languages (Vietnamese, Khmer, Dari, Lao, Tagalog, and Spanish) to LEP high school students. Project MAINE allows students to improve their English language skills while learning about career options, along with specific skills needed and additional resources available to develop these skills (college, vocational training, high school classes, or internships). This program also establishes a direct link between the need for reading, math, and communication skills, and their relevance and application in students' career goals.

Project MAINE programs are held at Portland High School in Portland, Maine. The program serves students from various regional high schools. The staff include multilingual classroom teachers, a Career Awareness Specialist, and native language facilitators. Students attend classes three times a week, with additional small group and individual counseling as needed. Students are assessed through tests, course grades, staff conferences, and school records.

The project has developed curricula in English, Spanish, Khmer, Vietnamese, Lao, Dari, and Tagalog. The materials will be translated into more languages as students from other language communities become involved in Project MAINE.

Building upon the services provided by Project MAINE are Projects CREATE (*Cross-Cultural Resources for Excellence in Using Media to Teach English*) and IMAGINE (*Innovative, Media Arts-Based, Goal Oriented Program for Interactive Newcomer Acquisition of English*). Projects CREATE and IMAGINE use the same basic approach to helping LEP students gain English language skills using video technology. Project CREATE serves elementary and middle school students (in grades K-5 and 6-8), and Project IMAGINE serves high school students (in grades 9-12). Language groups served include: Vietnamese, Khmer, Dari, Amharic, Lao, Russian, Tagalog, Japanese, Romanian, Bulgarian, Hungarian, Jamaican (dialect), Arabic, Farsi, Chinese, Korean, French, Dutch, German, and Polish. Both programs are funded by Title VII grants.

Project CREATE lists three goals: 1) to promote acquisition of English language proficiency as quickly as possible; 2) to promote student academic achievement; and 3) to enable project students (and parents) to participate effectively in U.S. society and the U.S. educational system.

Students in ESL class create video projects from the initial story concept to the final edit. Students use a wide range of different art forms, including media arts—video projection (including shooting the video, recording the audio tracks, and editing the tapes), animation, and computer graphics; literary arts—writing, editing, and scripting; visual arts—painting, drawing, building, and creating sets and props; and performing arts—acting, voice-overs, and performing traditional dances.

According to the project abstract, these projects use a "multicultural, whole language approach to ESL; provide multisensory, hands on, participatory, experiential, cooperative learning activities; and promote positive student self-concepts, motivation to learn, and student empowerment as independent learners... The fundamental idea behind the project is to use many forms of art as a vehicle for acquiring English language skills, enabling students to build on already existing skills as they acquire new ones" (Abstract, Title VII Special Alternative Instruction, Project C.R.E.A.T.E.).

Teachers involved with Project CREATE and Project IMAGINE receive training in video production skills at a local university prior to working with their classes. They work with a professional videographer who is also part of the project team. Initially, the videographer performs the final edits, but as their skills develop, the students and teachers are able to take on more of the editing process.

Students create their video projects as a class. They discuss potential themes, break the process down into steps, and assign tasks. Most of the work is done in small work groups and often involves lengthy brainstorming sessions to find creative solutions.

Ghost stories from different countries were the theme of one award-winning video. Several students retold stories or memories that they had from their native countries that involved either ghosts or other supernatural phenomena. In the introduction to the stories, students introduced themselves as a class and listed their different countries or origins.

The first ghost story was based on a memory of an event that happened to a Cambodian student. In this remembrance, he thought he had seen ghosts. The story was acted out and retold in a dream-like sequence. Students played the parts of the main characters and ghosts. They created the costumes and sets. After the story was retold, the students interviewed several adults from the community. They interviewed Cambodian men and women and an Anglo man who had spent several years in Cambodia, and asked them whether or not they believed in ghosts, if they had ever seen ghosts, or had heard any ghost stories.

This pattern of retelling the story and then interviewing adults from the community was repeated with several stories from different countries. The result was a video that was entertaining, moving, and informative. The total process was very satisfying for the teachers, the videographer, and the students. The students were obviously enthusiastically engaged in the process, attending to small details with relish.

The students reported that they were very pleased to see their stories and people like themselves on the television screen. As one student said, he didn't realize video production was so easy or so much fun.

Both projects have five components—Instruction, Staff Development, Curriculum Development, Parental Involvement, and Dissemination.

Instructional activities include: promoting students' listening, speaking, reading, and writing of English with proficiency in content areas; knowledge of media arts related occupations; promoting positive student self-concepts; and multicultural education and integration, leading to mainstreaming into non-ESL classrooms.

Staff development activities include: increasing staff knowledge and understanding of Title VII, the project, and the use of media arts in ESL classrooms; and participation in related workshops and conferences.

Curriculum development activities include: integrating media arts into ESL instruction; and developing audiovisual resources and other materials on media literacy.

Parent involvement activities include: involving parents in the Parent Advisory Committee (PAC); increasing parents' knowledge and understanding of the U.S. educational system; and increasing parental involvement in school activities.

Dissemination activities include: producing an abstract and other materials to inform the public about the project, showing student videos to selected audiences, and making staff presentations at conferences.

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Ecological Assessment: San Diego State University, School Psychology Program

San Diego, California

Assessment and evaluation are being reassessed. Research indicates that teachers tend not to refer children of their own race/ethnic background for special needs and mental health evaluation.

The School Psychology Program at San Diego State University is addressing the need for more school psychologists with multicultural competencies in evaluating special needs. The San Diego program builds multicultural competencies through ecological and systems perspectives on assessment and intervention.

The San Diego State University School Psychology Program has been in existence as a traditional school psychology program since the 1960s. However, in 1984, several new key faculty members were brought on board and the program began to undergo some extensive changes in orientation. Traditionally, school psychologists have been people who test students using standardized tests (such as IQ tests) which are generally based upon a deficit model, thus posing the question, "Does this student measure up to a 'norm'? If not, where is she in comparison to an average student?" In today's society, with its ever-increasing diversity of backgrounds and experiences, the concept of an average or norm is no longer feasible as defined by one group or set of values. The training and development of school psychologists with multicultural and bilingual competencies can greatly impact the academic success and achievement of bilingual and limited English proficient (LEP) students.

The San Diego State University (SDSU) School Psychology Program (SPP) admits a cohort of about 35 to 45 students per year, generally 1 out of every 10 applicants to the program. The number of applicants has continued to increase each year. Over the past nine years, the demographics of the program cohorts have changed dramatically—a tangible reflection of the program goals. The 1985–86 cohort was 80 percent Anglo, 15 percent Latino, 2.5 percent African American, and 2.5 percent Asian Pacific Islander. The 1992–93 cohort is 35 percent Latino, 27 percent African American, 27 percent Anglo, 8 percent American Indian, and 3 percent Asian Pacific Islander. Of this cohort, 73 percent are students of color.

The program is committed to becoming fully multicultural, a commitment that is reflected in the faculty composition. The program has been successful in attracting and retaining students of color. Contributing to this success is the program's multicultural orientation. When a mainstream or Anglo perspective is being referred to, it is specifically stated as such and presented as one of many perspectives rather than assumed to be the norm.

About 90 percent of students are funded through various scholarships, fellowships, grants, or student loans; virtually 100 percent of the graduates are employed upon completion of the program. Graduates are in high demand.

with standing invitations for interviews from school districts as far away as Chicago and Washington, DC. School districts in the San Diego area will often hire as many as five new graduates per year. During a visit to one of the local school districts, this fact was confirmed by a bilingual education specialist who had high praise for the SDSU School Psychology Program. This particular district has hired several graduates of the program and recently consulted with SDSU/SPP faculty and students during development of a two-way bilingual program in one of their schools.

The SDSU School Psychology Program is governed by a program committee composed of five elected student representatives and the four full-time faculty. They meet monthly to discuss and approve policy, regulations, and curriculum development. Courses are developed by teams of faculty members and then presented to the program committee for approval. There is also a program advisory board composed of professionals in the field, program graduates, and community members. This ethnically and professionally diverse group meets two or three times a year.

The School Psychology Program is a comprehensive four-year program that includes a one-year internship working as a school psychologist in a public school. Curricular areas include courses in theoretical foundations of school psychology, basic statistics and research design, counseling interventions and strategies for children and systems, and theoretical issues and practical development of assessment skills. Interspersed with the course work are three years of field experience leading up to a one-year, full-time internship. Students graduate with a Masters of Science (M.S.) degree in counseling with a specialization in school psychology. The program is accredited by the National Association of School Psychologists (NASP) and the National Council for the Accreditation of Teacher Education (NCATE) and is approved by the California Commission on Teacher Credentialing.

Students often pursue specialties within the School Psychology Program. Among the specialized projects are:

- the Bilingual-Bicultural (Latino) School Psychology Project, which focuses on the development of nondiscriminatory assessment of Latino children. As with much of the rest of the SDSU/SPP, it is guided by an ecosystems philosophy, developing themes focusing on Latino issues, content, and perspectives;
- the Spanish-English Language Proficiency (SELP) Project which assists SPP students who are native Spanish speakers with fluent bilingual conversational skills, but who are in need of further development of "professional Spanish" skills;
- the Multicultural School Support Personnel (MSSP) Project, which specializes in the development of preservice training of multicultural school psychologists and school counselors;
- the American Indian Specialty in School Psychology Project, which focuses on the development of specialized information for school psychologists working with American Indian children and youth; and
- the African American School Psychology Project, which focuses on developing culturally appropriate assessment and services for African American children and youth.

As students within these different specialized areas gain knowledge and understanding of their areas, they also share their ideas with other students within their cohort. Students have said that they learn as much from each

other as they do from their professors. (And professors have said the same!) Therefore, all students contribute to each other's understanding and building of multicultural competencies as a by-product of their own learning and teaching.

The program seeks to address the need for more school psychologists with multicultural competencies, based upon the finding that "teachers tend not to refer children of their own ethnic background" for special education assessment. They build these multicultural competencies by using ecological and systems perspectives. These are the main philosophical components and underlying values of the SDSU School Psychology Program. This reframing of perspectives includes the development of skills in dynamic assessment, ecological assessment, and critical analysis.

Dynamic assessment includes a shift in paradigm from one of traditional psychoeducational child-focused interventions to one of ecosystems-focused interventions. In the traditional model, the child is the direct recipient of services, whereas in the ecosystem model, indirect services are provided through a key adult, such as a teacher or parent. The traditional model uses strategies directed at working with individual children, while the ecology strategies work with children, families, neighborhoods, schools, and communities.

Ecological assessment seeks to address such "trends" as the "documented apparent discrepancies in the levels of referral and placement of limited English proficient children in special education," and the greater efforts needed "to prevent the intensification of problems connected with mislabeling and high dropout rates among minority children with disabilities."

Ecological assessment describes a way of framing a situation as part of a system of interconnected components, similar to the way in which a natural ecosystem is viewed as a greater system of smaller interrelated systems. In describing a school district as an ecosystem, children, teachers, administrators, staff, families, community, and national policies are the components of the system. They are linked together through their relationships—all have a place, and all affect the performance and effectiveness of every other component.

Within the ecological framework of the program, the role of language and terminology is carefully examined. For example, students are not referred to as being "at risk;" rather schools are seen as being "at risk" of losing students. The school or school district as a system, rather than the individual student, is viewed as the source of the problem. Interventions are structured from that perspective. Similarly, students are not labeled limited English proficient, or LEP, but rather beginning English speakers, or BES students (which, by design, sounds like "best").

SDSU/SPP sees the role of the school psychologist not only as one of assessing children and recommending special education or other educational interventions, but also as an agent of change or reform within the school district (and the field of education as a whole). They see school psychologists as consultants to teachers, parents, and administrators on general school reform as well as related to specific groups of students (e.g., students enrolled in bilingual education, special education, or multicultural education).

The SDSU School Psychology Program changes and grows, building upon the new information and insights gained by students and faculty each year. As one student said, "Part of the program is change. It will change constantly and consistently." For example, the same course taught in two consecutive years will look slightly different because of the learning and feeding back of information from students and faculty during the previous year. This kind of change is consistent with the ecosystems philosophies, which are the foundation of the program, and with the focus on the process as well as results.

SDSU/SPP students are trained in critical analysis within an ecosystems framework. As part of their training, students—even first-year students—present papers at professional conferences. In Southern California, they are gaining a reputation as mavericks in their field. Students are not afraid to challenge even long-time leaders in their field in areas they perceive to be weak or based on untested assumptions. One of the visiting professors in the SFLP summer program called her SDSU/SPP class “the most obnoxious group of students” she’d ever encountered because they asked so many questions and challenged her thinking in areas she herself felt to be her weaker areas. The students bring these same skills in critical analysis to their field placements and internships as well as to their school districts upon graduation. They have had the desired net effect of gradually shifting the role of school psychologists in the San Diego area to one of agent of educational reform. Graduates from the program continue to maintain their affiliation with SDSU/SPP and often participate in summer colloquia and/or act as visiting professors or program consultants.

Through their training in dynamic and ecological assessments, SDSU/SPP students learn to look for different signals and behaviors than those taught within traditional school psychology frameworks. To communicate, report, and make recommendations based on their observations from an ecosystems perspective, they have developed an alternative method of assessment, utilizing “bullet” reports, as opposed to traditional tests and results.

Reports are written with the goal of achieving nonjudgmental assessments of students as part of a system of learning. The ecological assessment report begins by providing “Identifying Information.” Information about the student, his home and family, and his school and classroom is presented. This section also identifies the procedures for assessment. Subsequent sections address 1) the presenting problem; 2) a description of the problem situation; 3) the issues related to the situation; 4) a summary of the situation; and under the ecological intervention plan, 5) school-based interventions; 6) home-based interventions; and finally, 7) the evaluation plan.

Throughout the report, statements such as “X is capable of learning,” and “X’s mother is concerned,” are written in bold type at the beginning of each paragraph. This statement is followed by a few descriptive lines of data to back up the initial statement. This format continues throughout the report and allows practitioners to assess the situation without immediately assuming a deficit model of problem solving in which the student is held up as deficient compared to his or her peers. This method of assessment also allows school psychologists, teachers, administrators, and parents equally to offer input without needing to know technical, medical, or psychological terms or concepts that might be primarily used in traditional assessments.

The SDSU/SPP faculty, the program committee, and advisory committee have used this method of report writing to assess their own programs and program development process. These descriptions are also used in various proposals, reports, and bulletins to prospective students.

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Learning Beyond the Classroom: Students Take Charge of Their Own Learning

3



Student learning in environments outside the classroom can be affirmed and applied to learning in school settings in powerful ways that enhance student success. Equally important, students need opportunities outside the classroom to explore and theorize; to develop positive relationships as well as expertise; to assume roles of responsibility and leadership; and to experience success, particularly in real world contexts. The practices presented in this chapter involve forms of experience-based and nonformal learning that connect with school learning. The learning connects in ways that empower immigrant students and promote their academic achievement and future success.

I'm now more aware of myself.
I know what battles to fight...
I fight to fix the things I can
change.

Latina high school student,
Cambridge, MA

Reading does not consist merely of decoding the written word or language; rather, it is preceded by and intertwined with knowledge of the world.

Paulo Freire and
Donaldo Macedo,
*Literacy: Reading the Word
and the World* (1987)

Contrary to conventional wisdom, knowledge is not inherently empowering. It depends to a large degree on what kind of knowledge, and how that knowledge is developed. Knowledge building at school should not require learners to disrespect, devalue, or deny much of who they are and what they know from their own life experiences. If it does, it ultimately is disempowering.

Instead of emphasizing the transmission of a set body of "knowledge," educators and researchers are beginning to stress the importance of "authentic learning" in school settings. Authentic learning refers to learning that develops knowledge and skills which have meaning and value beyond academic achievement. This kind of learning might involve, for example, working on household budget issues in a math class or developing a democratic process for improving school climate in a social studies class. Connecting school learning with the world in which students live can provide valuable opportunities for students to expand knowledge and skills they bring from outside the classroom. In the process, students often come to appreciate better the learning that takes place in school contexts.

Bridging the boundaries between inside-school and outside-school learning can greatly enhance students' overall development. It also provides an important message that school can be relevant to the world that students experience outside of school. Children and young people learn in powerful ways through personal experience and nonformal learning environments, particularly in settings where they take charge of their own learning. This idea is hardly new. Learning by doing probably is the oldest form of education.

Recently, there has been a renewed interest in experience-based and nonformal learning. Some approaches include physical risk taking (e.g., Outward Bound), service learning, and vocational apprenticeship. Most approaches tend to view building self-confidence and a sense of competence and responsibility as integral to developing particular capacities or skills.

The life challenges that most immigrant students face can be obstacles, but they also are the basis for powerful kinds of daily knowledge building. These life challenges often include poverty or economic struggle; prejudice and discrimination; the unavoidable necessity of negotiating different cultural (and usually different language) contexts; and the frequent jeopardy to health and safety that many immigrant children and young people face in their daily lives.

Students may shoulder heavy responsibilities as they assist adults in their family to negotiate mainstream society, particularly when adults in the family have limited proficiency in English. In some families, there is a certain amount of role reversal between parent and child when the child is more acculturated or proficient in English than the parents. Older immigrant students frequently provide essential family income as wage earners in after-school and weekend jobs. (Some students eventually leave school before graduating because of the financial needs of their families.) The point is not simply that immigrant students often carry heavy burdens, but that the daily challenges that they face require them to develop strengths—valuable knowledge, skills, and strategies that need to be acknowledged and expanded in school settings.

Ideally, there is cross-fertilization between inside-school and outside-school learning. Students build self-confidence, self esteem, and a sense of competence and responsibility when they are in charge of their own learning. At the same time, while students may have a rich knowledge base and important skills based on their daily experiences outside school, they generally

need guidance in integrating their existing knowledge and skills with new knowledge.

Immigrant families may not be aware of all the challenges that their children face, particularly the challenges their children face at school. Nor do families necessarily view nonformal learning environments as valuable ways to advance their children's development, particularly their academic achievement. It may be necessary for educators and program staff to explain program goals and expectations that differ from the home or community in order for students' families and communities to support their children's participation.

While working with immigrant students, it is important for educators to be aware of culturally based values and expectations. Such concepts as "confidence," "competence," or "self esteem," for example, often have quite different definitions and connotations in different cultural communities. Hence, in developing programs for students, it is essential for program staff to consult and collaborate with students' families and communities. Collaboration is the surest way to take into account family and community cultural values, expectations, and goals in serving immigrant students.

Students benefit from guidance and support in developing social consciousness, building the capacity to advocate for themselves, and developing healthy resistance to oppressive aspects of their lives. This is especially true in settings that do not sufficiently affirm students' racial, ethnic, cultural, or personal identities. In many cases, those settings are mainstream contexts, including schools. It is important for young people to question dominant social and cultural practices and values. There are constructive ways to question that enhance student development and well-being. In some cases, the importance of questioning and healthy resistance applies as well to the culture that is dominant in an immigrant student's home, or peer culture in the neighborhood.

This chapter's promising practices highlight three important aspects of learning beyond the classroom and students taking charge of their own learning: learning by doing; linking school life and real life; and empowerment and leadership development by making a difference in people's lives.

Contemporary Currents

The promising practices included in this chapter illustrate different kinds of nonformal or experience-based learning. Student learning in the context of a community outside the classroom ranges from learning on a school playground to learning in a work-study summer academy.

Learning in the Process of Doing

Learning by doing can enhance the learning that takes place in any setting. The playground is a place where learning by doing is constant, but not necessarily conscious. And, the learner is in charge of her own learning.

The distinction between practice and performance is blurred on the playground. This blurring of practice and performance contrasts with most classroom settings, where priority is placed on performance. It frees up children to explore and experiment. Children may choose how, when, with

whom, and to what degree they engage with the environment. They may draw as they wish on a range of skills and knowledge that they bring to the playground. The focus of activity is not on demonstrating mastery for a teacher's evaluation, but gaining mastery to achieve their own goals among peers. Doing naturally becomes a means for learning, and *vice versa*.

There are multiple layers to the learning that takes place on the playground. Children have numerous occasions to practice interpersonal skills, motor skills, planning, and decision making. They are exposed to principles of physics, biology, and chemistry in a natural setting, as well. Opportunities to rehearse, repeat, and self-evaluate skills build self-monitoring capacities. Peer interactions, with adult supervision, can both challenge and support a child's development. For culturally or linguistically different children, it is important to have opportunities to switch between languages as they choose. It is also important for children to participate in learning activities that do not rely solely on verbal communication.

The **Adventure Playground** at Tijerina Elementary School in Houston, Texas was designed by children. It provides a safe setting for children to play and learn after school, as well as during school. Supervised by bilingual staff, bilingual Spanish speaking children can freely choose which language to use, often switching back and forth, as they develop confidence in using English. Teachers at Tijerina regularly stop by the playground to observe their students in a more natural setting. They find it useful to watch students interact with peers and make active choices in what they do, including the language they use. It is a meaningful, informal way to gauge students' progress.

The Adventure Playground illustrates that valuable afterschool programs need not be academic or indoors in order to provide a safe environment and support learning that will promote students' academic success. Afterschool homework and tutoring programs are important for immigrant students. However, safe recreation is as important as structured study. One of the great losses in contemporary urban life is the steady disappearance of safe, open space for children and young people to play—and learn. The majority of immigrant children today live in densely populated urban areas where safe play space is scarce.

Linking School Life and Real Life

Linking academic learning and real world concerns can bring new meaning to school learning and help motivate students to achieve academically. It is imperative to help students frame the relationship between school learning and learning outside school as something other than either/or. School success greatly enhances students' future life options. It is important for students to understand the links between success in school and success in the real world. The links can be difficult to perceive when school is a place that diminishes self-esteem, social confidence, and experiential knowledge.

As newcomers to the U.S., immigrant students often face special challenges rooted in language, culture, and race/ethnic identity. As a result, these children may perceive survival as an enormous question mark rather than a given. Students' concerns about their ability to survive in the real world often erode their self-confidence and sense of competence. These concerns can also tinge students' perspectives on school learning. Many of these concerns derive

from broader social and economic realities that confront immigrant children and young people today, such as racism, anti-immigrant prejudice, underemployment, and poverty.

The **Bilingual Summer Academies** in Oklahoma City, Oklahoma demonstrate the importance of opportunities for young people to experience their determination and diligence yielding positive returns. The program staff's close ties with the students' communities enables them to develop a program that effectively supports students' learning in both academic and work settings. Those ties also enable staff to recruit students and work with families on an ongoing basis.

Some students are attracted to the summer academy by the opportunity to earn academic credit in a bilingual setting. Other students are eager for work experience and the opportunity to earn income. Especially for students living in poverty, linking learning with earning in the form of paid internships or apprenticeships helps them avoid making a choice between school and work.

Making a Difference: Powerfully Positioned

For many students, including immigrant students, making a difference in people's lives can be a transforming experience. Making a positive difference, whether it is a student's own life or the lives of others, is empowering and motivating. Immigrant students, in particular, need opportunities and support to make meaningful change in their own and others' lives. The capacities and self-confidence that students develop in the process transfer to other areas of their lives.

Making a difference in someone else's life often makes a significant difference in a student's life. The **Coca-Cola Valued Youth Program** in San Antonio, Texas and New York City is based on the notion that teaching benefits the teacher as much as the learner. The Valued Youth peer mentoring program pairs immigrant middle school and elementary school students. The younger students gain role models and a supportive relationship with an older student. The middle school mentors develop a sense of competence and responsibility.

Mentors practice their language skills and utilize newly developed knowledge to help the younger students. In working with another learner, the mentors usually become more aware of their own learning. Their insights and reflections on learning can then be applied in practical ways. In addition to developing their own materials and approaches for tutoring, many mentors develop new strategies for their own learning in school, as well. The results of the program include improved academic achievement among mentors as well as learners, along with greater self esteem.

Making a difference for oneself also can be an empowering experience for immigrant students. In Cambridge, Massachusetts, students who participate in **Ahora: A Bridge to the Future** program build a community at school. Through Ahora, students share their experiences in school, offering each other support and advice. They discuss racial and cross-cultural issues. In coming together, they build social consciousness and develop ways to advocate for themselves. In the process of learning more about school structures and procedures, students demystify those structures and procedures. The extracurricular activities and leadership development that Ahora provides have been

As a culture we need to worry a lot about the adolescents who are being tossed out of public school. But we also need to worry about the racial, cultural, and class-based anesthetizing performed on those students who constitute the "academic successes" of low-income urban schools.

Michelle Fine,

Framing Dropouts: Notes on the Politics of an Urban Public High School (1991)

meaningful not only for Latino students at the school, but for the student body in general. Ahora student projects have increased awareness of and sensitivity to Latino issues throughout the school.

Both the Valued Youth program and Ahora are examples of organizations outside the school collaborating with schools to provide important learning experiences for immigrant students beyond the classroom.

• • •

Learning by doing, linking school life and real life, and making a difference offer opportunities for many immigrant students to define for themselves the purpose and meaning of their learning. This process of defining often becomes a process of positioning themselves in their world in positive and more powerful ways.

Adventure Playground

Houston, Texas

Adventure Playground, an afterschool program at the Tijerina Elementary School in Houston, Texas, uses child-driven play activities to support students' learning. With the aid of bilingual play leaders, Spanish speaking children learn at their own pace, developing English language skills and confidence as they go along. The Adventure Playground illustrates that valuable afterschool programs do not have to be academic or indoors in order to provide a safe environment and support learning that will promote students' academic success.

Catching your eye as you walk along the side yard of the Tijerina Elementary School in southeast Houston, Texas, is an old delivery truck. What is so unusual about an old truck parked alongside a school yard? Nothing, but then again, this truck is not in the street. It is in the school yard, and on its side is a brightly painted mountainscape. Just a few feet away stands a pair of brightly colored old shacks. Several yards to their right are two large purple and green truck tires standing on their edges.

Nearby, closest to the school building, is a large wooden gazebo with a peaked dome. Its railings are multicolored, and on the side is a painting of three little pigs. On one side of the gazebo is a vegetable garden, with signs in both English and Spanish identifying each row of young plants. On the other side, marigolds grow in half-barrels painted blue. As you step up into the gazebo, you find several wooden picnic tables. One has a pink mermaid and a whale painted on top. Another is decorated with purple and pink dinosaurs. Yet another is adorned by a painting of Mighty Mouse. On one table stands an old typewriter. On another, a cage contains two rabbits—one white, one black. Along one wall rest bookcases for storing paints and other materials.

In the middle of the gazebo is a large, well-worn couch. Old exercise bikes, a kiddie pool, a shopping cart, a tree, lots of dirt, and a multicolored dog house are also nearby. Although the area is quiet now, at the end of the school day it will turn into a hive of activity used by 30 to 40 children. Located along the side yard of the Tijerina Elementary School is one of only two school-based Adventure Playgrounds now operating in the United States.

Tijerina Elementary School is located in Magnolia Park, a poor urban neighborhood. The majority of Magnolia Park's residents are Latino immigrants, mostly Mexican. Ninety-eight percent of the school's 1,000 students are Latino; 92 percent qualify for free or reduced lunch; and 60 percent are limited English proficient (LEP). The majority of Tijerina's students come from homes where parents have little, if any, formal schooling.

When the principal of the Tijerina Elementary School, Jacel Morgan, learned from the Texas Education Agency that the Houston Adventure Play Association (HAPA) was looking for a demonstration site for the Adventure Play program, she and the school's staff greeted the opportunity with enthusiasm. As part of their continuing efforts to stave off the influence of crime and gangs, provide additional academic support to at-risk students, and increase parent involvement (especially among immigrant families), Tijerina school staff wrote and submitted a grant to establish an Adventure Playground.

Adventure Playgrounds, although new to this country, have been around for more than 50 years. The first Adventure Playground was designed in 1940 by a Danish architect who realized that children prefer to build their own play environment after visiting a playground that he had designed and witnessing children play, not on the new playground equipment, but on nearby piles of mud and discarded construction materials. Quickly, Adventure Playgrounds spread, first to the Scandinavian countries and then to Great Britain, where following World War II, dozens of bombed-out lots were barren and unused. Today, in addition to the few sites in the United States, Adventure Playgrounds can be found in urban areas all over Europe, Australia, and Japan.

What is so special about an Adventure Playground? According to the Houston Adventure Play Association (HAPA), Adventure Playgrounds have long been regarded by child care experts as one of the best available out-of-school programs for urban youth, and differ markedly from more common traditional play areas (i.e., those with adult-built swings, seesaws, and slides) and contemporary play areas (i.e., those with fixed objects usually made of wood). At an Adventure Playground, children design and build their own play areas with guidance and supervision. Since the design and construction are child driven, the children's interest is held, and the potential for learning during the design and construction process is increased. In addition, the playground is entirely outdoors. Children are free to experiment with flowers and vegetables, or with soil and water. Finally, the Adventure Playground differs from other more common types of play areas in that trained "play leaders" facilitate the children's creative projects.

Yet, the greatest accomplishment of the Adventure Playground is that it combines children's penchant for play with settings and activities that promote their cognitive, social, and emotional growth. Learning to solve problems, cooperating and resolving conflicts, feeling safe, feeling good about oneself, seeing oneself as part of a community, and being respected are just some of the many benefits afforded to children at an Adventure Playground.

But why a playground? Why not spend more time on these issues in the classroom? According to HAPA, children in this decade play less than children have played at any other time in history. Contributing to this play deficit is the lack of safe play areas, excessive television, working parents, and the gradual disappearance of the extended family. As a result of these trends, children are becoming more aggressive; their test scores are falling; and, according to recent research, poor children need the kinds of development-oriented services provided through headstart programs for several years—even after entering elementary school—in order to make dramatic and permanent progress.

HAPA, which is funded by private foundations and the Texas Education Agency through one of its 25 innovative project grants, was organized in 1986

to demonstrate the Adventure Play model. The organization presently oversees the only two school-based Adventure Playgrounds in the country, both in the Houston area.

At the Tijerina School, the Adventure Playground is open every day after school for two and one-half hours, and serves as an incentive to keep "at-risk" children at the school, where they can receive additional academic and support services. Adventure Playground's format, specifically as an afterschool program, appealed to the staff at the Tijerina School who are anxious to keep their students off the streets and, ideally, beyond the negative influences of gangs and crime in the neighborhood.

On average, 30 to 40 children use the playground each day, with older children having the option to leave early. As with other afterschool programs, children must be enrolled by a parent. To encourage and increase parent involvement, the program invites parents to join their children at the playground, and sometimes holds special events on Saturdays for the whole family. Recently, parents were invited to the playground to help paint the buildings and equipment. School staff believe that the Adventure Playground setting is less intimidating to parents, especially to immigrant parents who have little, if any, experience with structured school settings. In fact, Tijerina's staff have noticed greater parent involvement in the Adventure Playground program, and attribute it to the playground's relaxed environment and emphasis on activities that do not require English language skills.

In terms of providing academic support, the two key components of the Adventure Playground program, in terms of providing academic support, are play leaders and child driven activities. Play leaders, many of whom are bilingual, are specially trained college students, usually from the children's neighborhoods. Play leaders are carefully selected with the hope that they will become a constant, caring adult in the lives of the children, and a source of support for their parents. In addition, play leaders communicate and work with the children's teachers in order to coordinate and focus services.

The second key component of the program is child driven or child initiated play activities and or projects. The Adventure Playground program encourages children to explore and experiment with the equipment and materials at the playground. Starting with each child's strengths, not their deficiencies, play leaders guide their activities. The results include children experiencing personal competency and self-efficacy, while at the same time learning about measurement, problem solving, or how to resolve conflicts among each other. This process is especially important for children whose lack of language skills might impede their progress in a more language-based learning environment.

As a result of participating in the program, play leaders and staff at the school report that the children show less inappropriate aggression, are better able to resolve conflicts and solve problems both on the playground and in other settings, and have expanded vocabulary and language skills.

Summing the program up, one of the principals from the two sites in Houston stated, "[The Adventure Playground] program has played an important supportive role in helping the school achieve its objective of developing educated, emotionally whole children." According to Omeed, Alicia, and Javier (all seven years old) who have a special clubhouse in that old truck at the Tijerina Elementary School, "It's fun too!"

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Coca-Cola Valued Youth Program

San Antonio, Texas

The Coca-Cola Valued Youth Program reaches out to and values middle school students "at risk" for early school leaving. As active participants in the cross-age, peer tutoring program, middle school mentors develop a sense of competence and responsibility. They practice their language skills and utilize newly developed knowledge to tutor younger elementary school students. In addition, providing mentors with opportunities to make a difference in the lives of others raises mentors' self-esteem. Their understanding of the learning process improves, as well. Middle school mentors emerge from the Valued Youth Program better prepared and more motivated to learn.

The award-winning Coca Cola Valued Youth Program (VYP) is a cross-age peer-tutoring program developed in 1984 by the Intercultural Development Research Association (IDRA) of San Antonio, Texas.

In 1987, the Valued Youth Program was selected by the United States Department of Education as a national research and demonstration project. It has won approval from the United States Department of Education's Program Effectiveness Panel for inclusion in the National Diffusion Network (NDN), and its effectiveness has been recognized by the Peter F. Drucker Foundation for Nonprofit Management, Inc., the Secretary of the United States Department of Education, and former President George Bush.

Alarmed by progressively worsening dropout rates, especially in Latino communities, IDRA used funds provided by The Coca-Cola Foundation to design, develop, and introduce VYP into the San Antonio public schools, where the number of students "at risk" for dropping out continues to be substantial. Today, with the assistance of the Coca-Cola Foundation, the program has been implemented by systems in southern California, Florida, New York, and Texas. In addition, federal, state, and local funds have enabled expansion of the program to schools in Idaho, Oregon, and Montana. Overall, 38 schools involving 3,000 elementary school students and 1,000 middle school students are presently impacted by VYP.

The format of VYP is simple, and its basic premise well supported. Secondary school students tutor elementary school students. When used extensively during the public school teacher shortage of the 1960s, peer and cross-age tutoring proved to provide valuable shared learning experiences. Yet, unlike peer tutoring strategies of the past and unique among those employed today, VYP's tutors are secondary school students who are themselves "at risk" for dropping out. Tutors' records show low achievement (usually two years behind grade level), truancy or chronic tardiness problems, and major disciplinary problems. VYP, as its name suggests, is about valuing youth.

The program consists of a series of complementary instructional and support strategies guided and brought together to form a cohesive and

complete intervention by seven basic philosophical tenets: 1) all students can learn; 2) all students must be valued by the school; 3) all students can actively contribute to their own education and that of others, and active contribution to the education of others creates a high propensity for learning; 4) all students, parents, and teachers have a right to participate fully in creating and maintaining excellent schools; 5) excellence in schools contributes to individual and collective social and economic growth, stability, and advancement; 6) commitment to educational excellence is created by including students, parents, and teachers in setting goals, making decisions, monitoring progress, and evaluating outcomes; and 7) students, parents, and teachers must be provided extensive, consistent support in ways that allow students to learn, teachers to teach, and parents to be involved. VYP is about "valuing students that would otherwise be viewed as liabilities...VYP views them as assets."

The program's instructional and support strategies are woven together to optimize the youths' learning and sense of being valued. In addition to their regular classes, secondary school students participating in VYP donate at least five hours per week to VYP activities. One hour or one class period is spent at their secondary school with their teacher coordinator developing tutoring skills, self-awareness, pride, and literacy skills. Attendance is monitored, and absences are followed up with telephone calls and home visits. When necessary, referrals for support services are made. In these "classes for tutors," emphasis is placed on developing critical and higher-order thinking skills. By guiding students in thinking about how a student learns, what strategies a tutor must use to help the younger student learn, and how to evaluate the results of the tutoring, students are led to engage in analysis, synthesis, and evaluation. In addition, as the relationship between the teacher coordinator and tutors matures, the teacher coordinator becomes the tutors' advocate, providing guidance and support when necessary.

The remaining four hours of classes take place at the "receiving" school, the elementary school where tutors conduct their tutoring. To ensure that tutors have at least one student to work with each session, tutors are assigned three students. In addition, to provide tutors with successful experiences, not frustrating ones, only student functioning at a level sufficiently lower than the tutors' (usually four grade levels) are chosen for the program.

The tutoring sessions, which represent a dynamic and stimulating alternative to remedial classes, challenge the tutors to apply and continually develop their higher-order thinking skills, experiment with different techniques, and use their imagination when developing teaching tools. The curriculum used during the tutoring sessions encourages student-initiated questions and problem solving. The classroom teacher presents the tutor with daily problems that target the needs of each tutor's student. Together, the tutors' desire to succeed and their students' desire to learn keep the pace lively and the content flexible.

Yet the VYP is much more than just an alternative strategy for enhancing the literacy and higher-order thinking skills of "at risk" students. It is more than just a way for secondary students to earn class credits. It is designed to take students who would otherwise fall through the cracks and show them that they can contribute to society, and that they can make a difference.

Structuring the tutoring assignment as if it were an internship results in "at risk" students becoming familiar with the expectations and responsibilities of working at a real job. Prior to beginning tutoring, secondary school students prepare for and participate in mock job interviews, filling out the requested

forms and outlining past work experience. They engage in "job training" through the classes for tutors and a two-week observation period in the receiving elementary school classroom. They experience what it is like to be a real worker—filling out time cards, working subject to supervision, being held to certain expectations, and taking responsibility for results. They learn, practice, and, ideally, internalize good work habits, such as being on time and maintaining a good relationship with one's supervisor.

At the same time, they experience the benefits of working. They are accorded the respect given to a professional by both their supervisor (receiving classroom teacher) and their students. For example, teachers do not ask them to run errands; the students refer to classroom tutors as "Miss" or "Mister;" and when the tutors are absent, they are not punished like school children, but rather reminded of their importance and responsibilities, and of how much they are missed and needed. The tutors are also paid for their work, receiving the prevailing federal minimum wage of \$4.25 per hour. Although the approximately \$60.00 per month each student earns may not seem much to most people, to these young students it sometimes means the difference between their family making the rent or not making the rent, paying the utility bill or not paying the utility bill, eating or not eating. Going to school takes on a new importance. They learn that by going to school they can help other students, help their own family, and help themselves. They learn first hand that they can make a difference.

Tutors are also exposed to the long-term advantages of continuing their education. At least three times a year, field trips are used to expose students to the economic and cultural opportunities in the community. By exploring real life professional settings, students can better see the relevance of what they are learning in school, and how their lessons prepare them for the future. Field trips that highlight cultural contributions also serve to enhance the students' self-esteem. Students learn that all types of people can make important contributions to society.

The importance of education is also reinforced through role models. Over the course of the year, five guest speakers are invited to address the tutors. Adults who are successful at their profession, who come from the students' ethnic background, and who share similar life circumstances with the students are encouraged to participate. Special efforts are made to recruit professionals in areas in which minorities have been traditionally under-represented (e.g., law, medicine, science, engineering, journalism, and business management).

Finally, tutors are acknowledged year round for their efforts and contributions. Secondary students receive T-shirts and caps, certificates of merit and appreciation, are invited to join their students on field trips, receive the attention of the local media, and are honored with a luncheon or supper. These events serve to remind the students that they have much to offer, today and in the future.

Support for the program and students also occurs behind the scenes through project coordination, staff enrichment, family involvement, and evaluation activities. At each VYP campus, an implementation team coordinates and monitors program activities. The team consists of a program administrator, the elementary and secondary school principals, the teacher coordinator, a receiving elementary school teacher representative, the family liaison, and the evaluation liaison. A minimum of three meetings of the full team are conducted each year. Through ongoing assessment of the program and the establishment

of meaningful communication between the secondary and elementary schools, effective support of the program and its participants is optimized.

Support is also generated and maintained with staff enrichment. Through technical assistance and training, it is hoped that a cohesive group of professionals who are committed to success and hold high expectations for both youths and adults will emerge. Staff enrichment activities, which are based on an ongoing needs assessment conducted by IDRA, may include assessing the status quo; understanding the philosophy and strategies of VYP; creating a climate for successful implementation; program planning and operation, including student selection and placement; curriculum development; instructional approaches, including whole language and cooperative learning; coordinating student support and advocacy efforts; and/or using formative and summative evaluation results.

Keeping the families of tutors informed and involved is also an important support feature of the VYP. Families, initially contacted through a home visit, meet with program staff three times per year. The focus of these meetings, which are conducted in the families' native language, is determined by each family's individual needs. Families also receive regular updates on their children through either personal contacts or the mail. These reports intentionally emphasize student progress and success. Because of the regular contact between families and the school, opportunities for families to express any concerns they might have are ample. Moreover, if a family member feels it is appropriate, family sessions with the teacher coordinator or parent liaison can be arranged.

Finally, formative and summative evaluations conducted by IDRA help participating schools identify and document what is working and what is not working. If necessary, the results can help program participants target and correct program weaknesses. Schools may select either a basic or comprehensive evaluation package.

In fact, it is this last activity, evaluation, that has enabled IDRA to develop the VYP into the program it is today—a program that has proven long-term benefits for both tutors and students; won the support of dozens of organizations and government agencies from around the country; and earned the support of hundreds of students.

For example, tutors at PS 115 in the Bronx, New York City, have learned to be responsible, discovered and developed new strengths within themselves (e.g., creativity, patience), increased their commitment to education, and formed rewarding relationships with their students.

As one eighth grade student at PS 115 summarized, "I need to come to school because if I do not come, then I cannot tutor and my students will miss me....My mother and brothers cannot believe that I want to come to school and that I have the grades that I have."

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Ahora: A Bridge to the Future

Cambridge, Massachusetts

At Cambridge Rindge and Latin High School in Cambridge, Massachusetts, many Latino immigrant students have access to some of the support needed for successful school learning. The support generates from a school-based, culturally supportive resource center for Latino students. Ahora: A Bridge to the Future offers a wide range of counseling services, extracurricular activities, and broad-based support for academic and leadership development. Ahora nurtures and supports the student as individuals and as members of a large, diverse community. Students develop social consciousness and self-advocacy skills, and are empowered to bring about meaningful change in their own lives, the lives of other Latino students, and the entire school community.

The mission of Ahora: A Bridge to the Future is to help Latino students feel better about themselves and their heritage, and to empower them by instilling in them the desire and needed skills to advocate and bring about positive change.

Ahora is a multifaceted resource center for Latino students at Cambridge Rindge and Latin High School in Cambridge, Massachusetts. Ahora shoulders most of the responsibility for providing support services to the high school's Latino students. At Cambridge Rindge and Latin, where approximately 300 students—or 16 percent of the student body—are Latino, there are no bilingual guidance counselors, no bilingual parent liaisons, and only two Latino bilingual teachers, only one of whom is permanent. Ahora began in 1982, when staff from Concilio Hispano de Cambridge came to Cambridge Rindge and Latin High School to organize afterschool recreational activities for the school's Latino students, which at the time numbered approximately 50.

Concilio Hispano de Cambridge, which provides most of the funding for Ahora, is a non-profit, multiservice agency that has been serving Cambridge and the surrounding community since 1969. Its continuing goal is to provide programs that support the self-sufficiency and advancement of the Latino community. As the number of Latino students enrolled in the high school increased, officials at the school began to view Ahora as an emerging resource for Latino students. In 1987, the school provided Ahora a small room within the school from which to operate, and in 1988, an even larger room, where Ahora remains today. Yet the expansion was not limited to Ahora's space. Ahora expanded its services to include substance abuse counseling, followed by general counseling, higher education counseling, tutoring and mentorship, and cultural activities.

During the current school year, it is expected that more than one-third of the school's Latino student population, or approximately 125 students, will access at least one of Ahora's services. The foundation of Ahora is counseling.

Eighty-five percent of our services do not require special resources.

Juan Jose Gonzalez,
former Director of Ahora

Offered in both group and individual settings, Ahora's counseling services focus on the major issues of importance in the lives of young high school students. Through general counseling, problems involving housing, employment, parenting, and racism are discussed and addressed. In one group counseling session, students painted a mural on the wall at Ahora. The mural depicted Latinos' past relationship with America, emphasizing the Americas, their present relationship, and the need to empower the Latino community. Unable to envision the future of Latinos in America, students left the mural incomplete. Issues such as drug experimentation, drug use, and dealing with family substance abuse problems are addressed through Ahora's substance abuse counseling. Ahora encourages Latino students to aim toward college, and offers encouragement, guidance, and assistance with the process, including information as to how to obtain and complete college and financial aid applications.

Direct academic support is also available to students through Ahora's tutoring/mentorship program. Each September and again in January, Ahora recruits between 50 and 60 volunteer tutors from area colleges such as Harvard and M.I.T. Students in need of help may join the program on their own or be referred by one of their teachers. The tutors spend two hours per week assisting the students, meeting either at the high school or at some other agreed upon location (e.g., a library). The tutors and the students' teachers communicate on an ongoing basis in order to identify and meet each participant's needs.

In addition, tutors are encouraged to become mentors, and to expose the student with whom they are working to their college and classes. In the past, tutors have organized field trips to their universities, exposing students to the college environment and to Latino college students. By encouraging the Cambridge Rindge and Latin students to speak to other college students, many of the participants learn that they share similar backgrounds, and that attending college can be a real option for them, too. Ahora also advocates on behalf of students to ensure appropriate academic placement; encourages students to remain in school; and assists students who have dropped out of school in re-entering school or entering an alternative educational program.

Finally, Ahora offers a variety of recreational and cultural activities. After school, students can participate in soccer teams or take lessons in self-defense, for example. Students may also choose to participate in any number of cultural activities, some initiated by Ahora, some initiated by students with Ahora's support. For example, during Hispanic Heritage Month, Latino students compiled an information packet on Latino culture and distributed it to the teachers at the high school, visited two local cable television stations and talked about Latino issues, and set up cultural displays within the school. In addition, Ahora and the Latino students arranged and put on four schoolwide assemblies.

The first assembly focused on Latinos' cultural roots; the second involved a guest speaker from Wellesley College—a professor who spoke to the students twice, once in English and once in Spanish; the third assembly involved the Latino students staging several small skits dealing with Latino stereotypes; and the fourth featured actor Edward James Olmos, who gave an inspirational address in the school's auditorium. Moreover, during the school year, Ahora and students invite Latino members of the community, including politicians and representatives from other professions (e.g., higher education or medicine) to speak to the students about their experiences and backgrounds.

The impact of Ahora on the Latino students at Cambridge Rindge and Latin has yet to be measured. There are signs, however, that the program is working. Within recent years, the dropout rate for Latino students at Cambridge Rindge and Latin has dropped lower than that of other communities in Massachusetts with large Latino student populations (e.g., Boston and Springfield). In addition, Ahora has begun to see its dropouts return to school, get their G.E.D., or seek further training or education elsewhere.

Yet, perhaps the greatest testament to Ahora's positive impact on students is in the actions of the students themselves. Recently, when a group of Puerto Rican students noticed that the school cafeteria, which is adorned with flags from around the world, did not have a Puerto Rican flag on display, the students turned to Ahora. With Ahora's moral support and some suggestions for how to proceed, the students wrote a letter to the principal requesting a meeting. After meeting with the vice principal, it was agreed that the school should add a Puerto Rican flag to its display. Later, when the principal reversed the decision of the vice principal and refused to add a Puerto Rican flag, the students did not back down. They moved forward, enlisting the support of their parents, and eventually succeeded in having Puerto Rico's flag added to the cafeteria wall.

Another example of Ahora's ability to empower young Latino students is found in Cambridge Rindge and Latin High School's current senior class president, the first Latino ever to be elected to that position. As a junior at the high school with a myriad of personal issues to work through, this young woman turned to Ahora for support and guidance. Speaking with confidence and humility, she talks of how the staff at Ahora gets to know the individual student and then adapts their services to optimize their effectiveness: "They [the staff] don't badger; they are very discreet. If you need all the attention, you get it. If you don't, you don't get it. It's not forced on you." She also speaks of how Ahora provided her with opportunities for recreation, helped her to apply to colleges, and to realize that she is not a superwoman: "Prior to Ahora I would fight every battle that came along. I was spreading myself too thin. I'm now more aware of myself. I know what battles to fight...I fight to fix the things I can change... and knowing that Ahora will support me is really important." Today, as class president, she works to reform Latino education, and is hoping to attend college upon graduation. She is grateful for Ahora's continuing support and that of the other Latino students, many of whom now look up to her.

Ahora's ability to have a positive impact has been tempered by inadequate resources. Even though 85 percent of Ahora's services require no special resources from the school district, the program's staff of two full-time professionals and four interns (one full-time equivalent) is insufficient to deal with the many students and issues that Ahora addresses or feels it needs to address. Also adding to the uncertainty of Ahora's future is the recent announcement that the space they presently occupy will not be available to them next year.

One of the biggest challenges facing Ahora and school officials is establishing clear and effective lines of communication. At times, Ahora is perceived as undermining the efforts of the school's teachers and administrators, "providing students with an excuse for skipping class," for example. Program and school staff need to come together and work as a team to develop priorities and provide needed support services—a bridge to the future—to the school's growing Latino student population.

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JTPA Summer Youth Program Bilingual Summer Academies

Oklahoma City, Oklahoma

The Bilingual Summer Academies for Asian and Latino students in Oklahoma City, Oklahoma have unique relationships with the communities they serve. Program staff credit these relationships, as well as students' drive, for the success of the programs. Close community ties facilitate the process of recruiting students, working with families, and supporting student learning in both academic and work settings. Through paid internships, many students have an opportunity to connect classroom learning with the "real world." For some students, the summer program is an important opportunity to demonstrate their motivation to achieve in school. For others, it is a push to consider expanding long-term options for the future, as well as an important introduction to a work setting.

Oklahoma City, the capital of the state of Oklahoma, is located in the center of the state. The city extends outward rather than upward. Since the late nineteenth century, it has been a key transportation center, and a major distribution point for cattle and crops. Livestock continue to be marketed and processed here. Earlier in this century, underground oil was a lucrative industry, with drilling even within city limits. Oklahoma City is the nexus of several major north-south east-west thoroughfares. For the Asian and Latino immigrants who live here, this city of approximately one million is not a crossroads through which to pass, but a place to settle. The increasingly diverse population is 60 percent Anglo/European, 25 percent African American, 7 percent Latino (mostly Mexican/Mexican American), 5 percent Native American, and 3 percent Asian/Asian American.

Every summer since the late 1980s, in conjunction with the Mayor's Summer Youth Program, Oklahoma City Public Schools has offered summer academies that combine academics and work opportunities for Asian and Latino limited English proficient bilingual youth under the auspices of the Job Training Partnership Act (JTPA) of 1983.¹ The school district's Asian American Student Services Office and Latino American Student Services Office, within the Special Program Services Division, administer the bilingual summer youth programs.

1. The Job Training Partnership Act (JTPA), enacted by the U.S. Congress in 1983, provides federal funding for job training for unemployed and economically poor youth and adults to facilitate their entering and remaining in the permanent work force. It is the largest federal employment training program in operation today. Similar to its predecessor, the Comprehensive Employment Training Act (CETA) of 1973, JTPA is administered by a local program delivery system. At the local level, most program services are subcontracted.

The Oklahoma City JTPA programs for bilingual students are two promising examples of schools and communities linking up to support young people's academic achievement and future success. Supporting students' academic success requires addressing issues that affect school, home, and community environments. Among the youth issues that both the Asian and Latino communities currently face are academic underachievement, early school leaving, violence and gang involvement, and underemployment. These summer programs are the result of district administrators and educators collaborating with immigrant communities to address the needs of youth in those communities. This kind of collaboration is possible in large part because the administrators and educators involved have close ties with the communities involved. In a number of cases, school staff are trusted leaders in these communities.

The bilingual JTPA programs represent the coordinated efforts of administrators and educators who share a sense of what the education and success of young people requires. They also share a vision of what young people's education should entail, specifically the kinds of support that economically poor immigrant children and children of color need. The administrators of these programs advocate a holistic approach to the education of children and young people—an approach that builds links between schools, homes, and communities. The tone of the bilingual summer programs is set by a motto upheld by Vern L. Moore, Assistant Superintendent and head of the Special Program Services Division: "All students *can* learn."

Moore points out that the JTPA summer academies are not a solution to the complex issues that immigrant communities in Oklahoma City face, but rather one approach among many to address those issues. Moore and his colleagues are emphatic about the importance of tailoring the federal program to local needs, not only at the state or city level, but in terms of the particular community being served.

The JTPA bilingual summer programs for Latino students and for Asian American students, serving young people from age 14 to 21 years, differ somewhat in terms of the particular priorities, youth issues, pedagogical approach, and administrative style that distinguish them. Both programs are outstanding in different ways, ultimately for similar reasons.

Youth employment training in urban areas since the 1960s generally has been designed and promoted as a form of delinquency prevention. The needs of young people eligible for JTPA today, in certain respects, are more intense than they were in 1983 when the act went into effect. Despite positive initiatives and concerted efforts within urban immigrant communities and communities of color around the country, levels of poverty and underemployment; random and organized violence; early school leaving; early pregnancy and households headed by single females; low literacy; illegal substance commerce and abuse; and crime among young people have reached unprecedented heights. The JTPA bilingual summer academies, in responding to these issues, are in certain respects shaped by them.

Historically, JTPA programs for youth have had several important goals in addition to the act's general goal of placing and retaining graduates in unsubsidized employment. These goals include: 1) completing formal schooling at the secondary or post-secondary level; 2) enrolling in other training programs or apprenticeships, or enlisting in military service; and 3) achieving employment competencies recognized by the Private Industry Council.

The employment competencies recognized by the Private Industry Council comprise 1) pre-employment and work maturity competencies, for example, career awareness, and behavior and attitudes that enable a person to enter and retain a job; 2) basic educational competencies, such as, reading, computation, and reasoning skills; and 3) job specific competencies, including technical skills necessary for an entry level position in a particular field.

The dual emphasis on schooling and employment competency are reflected in students' bifocal days: students attend academic classes from early morning to noon, with free breakfast and lunch provided; in the afternoon, students old enough to work generally work for pay in an assigned work site. In addition to a free breakfast and lunch, students are entitled to a free bus pass to cover the cost of transportation during the program. According to Richard Garrett, who coordinates the entire JTPA program in Oklahoma City Public Schools, the balance in emphasis on academics and pre-employment skills contrasts with some other JTPA programs subcontracted by other institutions in Oklahoma City.

When they enroll in the JTPA program, students are offered one of two options. The first option guarantees them \$10.00 for every day they attend, if they maintain a 90 percent attendance rate over the course of the academy. In addition, for each course they take, they receive a monetary reward for the letter grade earned: \$100.00 for an "A," \$75.00 for a "B," and \$50.00 for a "C." The second option is a guaranteed work option whereby students earn minimum wage at an assigned work site for a maximum of 20 hours per week.

According to Richard Garrett, in the past, Oklahoma City Public Schools JTPA programs granted both opportunities to students, but 1993 budget constraints limited the choice to one or the other. Garrett notes that the first option is chosen by all students who are under the age of 16 (hence not old enough to work). Older students generally choose the second option, unless they already have a part-time job.

JTPA summer academies are offered in five different school buildings across the city, serving 300 to 500 students each summer. Until two years ago, the Latino and Asian American JTPA programs were administered within a single bilingual program. Similarly, until about two years ago, the offices of Hispanic Student Services and Asian American Student Services were housed within a single office. For the summer of 1993, the Latino and Asian American bilingual programs were housed in different buildings from each other, with monolingual English JTPA programs operating in each building as well. This arrangement enables students who are more proficient in English to attend some or all mainstream classes, while retaining all the professional, programmatic, and social supports of the bilingual program.

Bilingual students generally attend an English as a Second Language (ESL) and a mathematics course in the morning. Classes begin at 8:00 a.m. and are over by 12:00 noon. Students may stay for a free lunch, or leave the school at noontime.

Asian American Student Services JTPA Summer Youth Program

We're looking to move beyond "survival." "Survival" isn't good enough. This program is an example of what I'm talking about. We approach it as leadership development on many levels. We begin with ourselves, showing students what it means to take your work seriously, to be professional, and to achieve your goals, to succeed.

Vinh Dang Tran,
Administrator, Asian American
Student Services,
Oklahoma City Public Schools

According to Vinh Dang Tran, head of Oklahoma City Public Schools Asian American Student Services, Asians represent the fastest growing immigrant population in Oklahoma City. A survey recently conducted by Asian American Student Services indicates that more than 25 Asian Pacific languages (including Chinese, Farsi, Hawaiian, Hindi, Iraqi, Japanese, Khmer, Korean, Lao, Persian, Samoan, Tagalog, Thai, Turkish, and Vietnamese) are spoken in the homes of students in Oklahoma City public schools. Ten major Asian Pacific groups in Oklahoma City have formed a coalition called the Asia Society. It includes organizations representing the Cambodian, Chinese, Filipino, Indian, Indonesian, Iranian, Japanese, Korean, Lao, Thai, and Vietnamese communities.

The new immigrant Asian population in Oklahoma City is predominantly Southeast Asian, primarily Vietnamese. Vinh Dang Tran first came to the United States from Vietnam as an exchange student during the Vietnam War, never to return to his home country. A man who states that he values action more than words, Tran speaks quietly of a recent wave of arrivals to Oklahoma City, not from Southeast Asia, but from the West Coast. Parents, fearing that their children are or will be involved in gang activity, are relocating their families to the Midwest in search of a more stable, tranquil, and morally conservative environment.

Established Southeast Asians in Oklahoma City own and operate successful businesses, from gas stations to computer companies. For newcomers, however, particularly if they are not fluent in English, regular work is not easy to come by. Hence, recruiting 90 students from households with total income at or below poverty level (a JTPA federal eligibility requirement) was not difficult for JTPA staff. In fact, there is a waiting list.

In the summer of 1993, all students enrolled in the summer program were Vietnamese, including six Amerasians. In past years, the local Cambodian and Laotian communities have conducted summer youth programs that offer home language and culture education, as well as recreational activities, for students ranging from kindergarten through high school age. According to Kenny Pham, Coordinator of the Asian bilingual JTPA summer program, Asian American Student Services wanted to avoid competing with these community programs and hence did not target the Cambodian and Laotian communities when preliminary outreach and recruitment began. As it turned out, neither program was offered for summer 1993 due to a lack of resources in each community.

In accordance with JTPA federal guidelines, all students who participate in the summer program must be in households at or below official poverty level. Asian American Student Services accepts applicants on a "first come, first serve" basis. Through schools and community organizations, the staff identify students with considerable academic and/or social needs. As the recruitment process gets underway, the staff make home visits and urge particular students and their parents to apply. Staff offer assistance with completing the application form. Even if a family member can read English, official government forms that inquire about income, employment, and household members can be confusing and intimidating.

Once enrolled, all students are tested using Language Assessment Scales (LAS) and are assessed in an informal face-to-face interview by a bilingual staff

person. Students who score high enough on the LAS test are enrolled either partially or entirely in the monolingual English program. Limited English proficient students are enrolled in the bilingual program, in either Level I or Level II ESL, and Algebra I or II.

Class size ranges from 20 to 25 students, with an English speaking teacher and a bilingual teaching assistant in each class. In some classes, the bilingual assistant sits in the midst of students who require frequent translation. In other classes, the bilingual assistant floats, assisting students as she moves around the room. In most classes, teachers periodically call on the assistant to translate a new term or concept for the entire class.

In the Algebra I class, students are clustered in groups of three or four discussing intently in low voices. Every now and then a conversation becomes animated and loud. In each group, one or two students sit quietly concentrating on the handout and the conversation. "They're working on problems together," explains Diane Orent, the teacher. She further explains that she has them work in groups of their choice because she finds that they learn better in friendly company, and students with more background in math help their peers along. She observes that the more knowledgeable students gain clarity by explaining processes to their classmates. What has she found most challenging? The summer has just begun and she is developing a sense of how to reach each student. What is most rewarding? As a retired school teacher who has been teaching adult education for a while, she appreciates the energy and the drive of these students.

In a nearby room, Algebra II students are working individually on their calculators. The bilingual assistant moves from one student to another. Down the hall, in a hot classroom with shades drawn low to block the morning sunshine and a fan whirring at either side of the room, students have their desks arranged in tables, four to five students in a group. The teacher, John Donyai, poses a question to the entire class, "What did you do last weekend?" Before anyone can answer, he interjects, "What tense will you use to answer this question?" The bilingual assistant translates quietly to the group sitting with her. "Past tense," the class responds. "Okay, what did *you* do last weekend?" Donyai is addressing a student who did not have her hand raised. She hesitates and replies, "I did homework." The class laughs. Donyai asks her to pick a classmate and ask the same question. After several turns, Donyai tells the students to talk to each other in their groups, asking and answering questions about what they did over the weekend. The noise level rises. Donyai starts to circulate and join in conversations.

The Asian bilingual JTPA summer program staff include Kenny Pham, the Coordinator, who is working on a graduate degree in business administration; John Donyai, the Assistant Coordinator who heads the academic component and teaches one of the ESL classes; Hanh Minson, the Job Developer who places students in jobs; Phuong Tran, the secretary who works on all aspects of the program; a second ESL teacher; two math teachers; and four bilingual assistants.

John Donyai, an Iranian who settled in Oklahoma City 20 years ago, has been recognized for excellence in teaching by a school district award. Donyai worked closely with Kenny Pham in hiring the teaching staff. Apart from teaching certification and classroom experience, Donyai and Pham require program teachers to have previous experience teaching both limited English proficient and Asian students, and a repertoire of strategies to teach a class of

bilingual students who are at different levels of English proficiency and grasp of the content. Teachers' understanding of bilingual Asian students' needs is considered an essential qualification.

The average student in the elementary ESL and Algebra I classes has been in the United States for only a year. Some of the students have had little previous formal schooling. Donyai is satisfied with the program's curriculum and teaching approaches to the extent that students demonstrate learning and progress in a variety of ways, including test scores. The teaching staff meet regularly every week to discuss student progress, classroom issues, teaching concerns (e.g., how to work with a particular student), and the curriculum. For the long term, however, Donyai hopes to work on innovations in the program's curriculum and teaching. He hopes it will be possible to focus not only on "what we should do next week," but "what could we have done differently this week?"

The Asian bilingual JTPA summer program is strong in ways in which youth serving programs are generally weak: service delivery; recruitment; mission and identity; and leadership and staffing. The program's particular strengths in delivery, recruitment, mission, and leadership derive in part from the staff's firm grounding in the local Asian community.

The success of recruitment efforts by Asian American Student Services for the summer academy, in particular, demonstrates the importance of: 1) working with families in addressing youth issues; 2) providing institutional support for student participation; and 3) providing institutional support for parent involvement. Early in the spring, long before the JTPA program was funded for the summer, Kenny Pham visited schools to speak about the program with Asian American students, as well as principals and counselors. He and his staff also spoke with parents and leaders in the community. Kenny Pham and Vinh Dang Tran spoke at community events, and asked community leaders to speak on behalf of the program.

Asian American Student Services and its staff are no strangers to the Asian communities in Oklahoma City. Vinh Dang Tran and John Donyai sit on the Governor's Advisory Council on Asian American Affairs. Chanthia Kan, who coordinates the school district's annual seminar for parents of Asian students, founded the Khmer American Association in Oklahoma City with friends eight years ago. Vasilthy Sengdara, a bilingual resources specialist in Asian American Student Services who taught in Oklahoma City Public Schools for nine years, co-founded and chaired the Laotian Women's Association in Oklahoma City. Despite the credibility of the office in Asian communities, Kenny Pham stresses the importance of surveying community interest for each program, and earning the endorsement of trusted individuals who represent different constituencies within the community. It is also important to have ongoing follow up with students and families. Pham describes these efforts as a process of building knowledge and trust.

Once the JTPA grant came through, Asian American Student Services sent out flyers printed in Chinese, English, Khmer, Lao, and Vietnamese encouraging students to apply. Pham and his staff made home visits to prospective families to answer questions, and if necessary, to explain how to complete the federally required forms for income verification, household member verification, and school enrollment. When it came time to enroll in the program, families had completed the necessary paperwork.

Kenny Pham observes that the JTPA summer program appeals equally to parents and students. Pham, who personally considers the academic component to be central to the program, notes that most parents and students value the academic credit; the economic incentives; the opportunity to gain work experience and utilize English language skills in a setting other than the classroom; and a place to be "off the street." In 1993, a large number of students were turned away as ineligible due to household income. Many eligible students had to be placed on a waiting list, even after the program received additional funding to accommodate 20 students more than the 70 originally funded. JTPA staff were both exhilarated and frustrated by their success; they wished it were possible to serve more young people in the community.

The work component of the JTPA summer program provides an opportunity for many students to broaden their horizons and develop skills in ways that otherwise might not be possible. When asked what they most look forward to in the program, a number of students mentioned "working" first. By the second week of the program, Job Developer Hanh Minson had placed the 55 students eligible to work. She had negotiated 65 part-time jobs around the city before the program began. She arranged for jobs in nonprofit organizations and agencies, from the Red Cross to the city's recreation centers. The Community Action Agency, an umbrella organization for community based organizations around the city, offered to take 10 students.

Hanh Minson estimates that about 60 percent of the employers she approached agreed to participate. About half of them agreed immediately, eager to provide work and a learning opportunity for the city's youth. The other half were reluctant: some had reservations about taking a young person with little work experience and limited English proficiency; others were concerned about legal and liability issues and checked with their lawyers first. Seventy percent of the employers who participated in 1992 participated again in 1993. Minson does not present the program as an opportunity for employers to have "free labor," although the program and not the employers pays the students' wages. Employers provide training and supervision that is worth a great deal.

Before placing a student, Minson interviews each student about their interests and skills, and informally assesses their English language proficiency. Having visited each work site and spoken with the employer, she then sits down and matches students with work situations that seem appropriate in terms of each student's interests, skills, and level of English proficiency. Students may switch initially if they are not satisfied.

In addition to the monitoring schedule required by JTPA guidelines, Minson frequently drops by work sites to see how students are doing. She emphasizes that employers, as well as students, appreciate her supportive involvement. Employers complete a weekly questionnaire on student work performance, including attendance, punctuality, attitude, appearance, and productivity. Last year, the only issue that occasionally arose was language—employers occasionally would phone Asian American Student Services to request a translation over the phone or in person by the staff. Vinh Dang Tran notes that, for the most part, students are very conscientious about their work assignment because bringing home a paycheck gives them enormous satisfaction.

When asked what strength or highlight of the 1992 summer program he hopes to duplicate in 1993, Kenny Pham thinks a minute and then replies that

it would have to be the graduation banquet for students and their families, when students receive graduation certificates and awards are given for the best "employees" based on employers' nominations. New students already have asked about the banquet.

In response to a question about the greatest benefit or service provided by the program, Vinh Dang Tran smiles slowly and responds that he will not know until some years from now. For the time being, he appreciates the program as a way to groom the next generation of leaders in his community— young people like Kenny who grew up in Oklahoma City. And the JTPA summer program is an opportunity for Kenny and his colleagues to ensure a subsequent generation of leaders by starting to educate and orient their successors—moving beyond "survival."

Hispanic American Student Services JTPA Summer Youth Academy

We tell students that when they come to class they must leave their troubles outside the door. It is important for their learning that this be a safe haven for them.

Yolanda Losoya, Coordinator,
Hispanic Bilingual JTPA
Summer Youth Program,
Oklahoma City Public Schools

According to John Torres, a former civil rights lawyer and college dean, his first two years heading Hispanic American Student Services in Oklahoma City Public Schools have focused on forging ties between his office and Latino communities in the city, particularly economically poor Chicano and immigrant communities. Torres wishes that he had time to become more involved in positive projects underway in these communities. However, much of his time and energy, as well as that of his assistant, Julio Gonzalez, is devoted to working with schools and parents to interrupt a cycle of student violence, petty crime, gang involvement, and school disciplinary actions that suspend or expel students. Torres speaks of the irony of processes that cut off young people from settings and relationships at moments in their lives when they most need guidance and support. He feels that it is essential to understand the personal situations that are generating the school issues, and to help administrators and educators realize that what from a mainstream, middle class perspective "just doesn't make sense," from another perspective, appears to be a realistic option.

Julio Gonzalez estimates that he accompanies at least one student a week to a disciplinary hearing. He finds himself often explaining as well as translating at hearings, because many parents are not aware of the services and resources available to them in the school district. One of the challenges for Hispanic American Student Services has been to maintain communication and involvement with families that tend to be highly mobile (frequently changing address), often without a phone, and Spanish speaking but not necessarily Spanish literate. Torres stresses the importance of working constructively with families and communities rather than working punitively against them. Many student issues result not from parental neglect or indifference, but from the pressures that working poor parents face, particularly if they do not speak English well and are unfamiliar with the school system.

The Hispanic Bilingual JTPA summer program targets students who need a "second chance" and special support, either to earn academic credit in order to enter the next grade, or to demonstrate their commitment to learning in school in the face of disciplinary expulsion. For summer 1993, Torres and Gonzalez negotiated with the school district for probation for several older students almost expelled for gang involvement, with an opportunity to return to school in the fall if their performance and progress during the summer

program indicated their commitment to graduating from high school. Yolanda Losoya, a Chicana Marine who currently is a graduate student in business administration, coordinates the Hispanic bilingual JTPA summer program. Losoya emphasizes the high priority that the program places on its staff connecting with each student and working with them "where they are at," a process that she describes as "trying to touch their hearts."

The program enrolled 30 students, referring 10 others to the monolingual English program. More than 80 percent of the students are of Mexican heritage; about 60 percent of those identify as Chicano. There are also Guatemalans, as well as a Laotian student. Flyers about the program were sent to every middle and high school Latino student and their family in the school district. Torres and Gonzalez actively recruited students with whom they had worked in the context of disciplinary actions. They also recruited students with the help of Jose Sanchez, a youth worker and community activist who helps coordinate the Latino Leadership Club for middle and high school students in the school district. The club involves students in extracurricular activities, including a radio show and soccer leagues for both boys and girls, to build self esteem and leadership skills. Sanchez speaks of the importance of "keeping kids active in positive ways," and encourages them to participate in the JTPA summer program not only for the academic enrichment and credit, or the career awareness development, but simply, as Sanchez says, "so they will not be hanging out in the neighborhood with nothing constructive to do."

Yolanda Losoya recruited students through the JTPA Hispanic Tutoring Program that she coordinates during the year, bringing in some of the younger students who could then become paid tutors, rather than be tutored, in the fall. And participants in the program last year who wished to return for summer 1993 brought their friends. One of the friends that students brought to enroll was a Laotian student whom they insisted be allowed to participate. They threatened not to participate if he was not allowed to join them. He's in the program and doing fine; Torres figures that he is picking up quite a bit of Spanish along the way.

The program chose to focus on younger students in 1993, since the time to reach students with school issues is before they are in crisis. Most of the students in the 1993 summer program are too young to work. Of the 10 who are eligible to work, three already had jobs and the other seven opted for a JTPA assignment. An additional incentive for older students, and a process that Torres and Losoya value as a lesson in citizen rules and responsibilities, is a course for a driver's license.

In a small room with low tables, the ESL teacher, Lucretia Camacho, sits at a table working with two students on a writing exercise. It's break time, but these students want to complete their assignment before the next class. Camacho, now a high school Spanish teacher, has more than ten years of experience as an ESL teacher. She lived and taught in Mexico for a number of years. Her bilingual assistant, Sandra Mejia, is Honduran. She sits across from Camacho, chatting seriously with three students. They are discussing peer pressure and a recent incident. Now certified to teach K-8, Mejia began as a bilingual assistant. Torres mentions that she is highly respected both in the school system and in the Latino community for her ability to negotiate conflict resolution among students, and for her work with gang-involved students that keeps channels of communication open. Torres hopes to recruit her into the school system as a full-time teacher.

Laughing and talking, students enter the small room from outside. They move into the large, relatively cool adjacent room. They grow quiet as Wayne Brown, the math teacher, begins class. Brown worked in the private sector for more than 20 years and notes that, whenever possible, he points out a practical application of the concept or skill they are learning. The bilingual assistant, Lydia Pike, strolls slowly around the room, occasionally pausing by a student and placing her hands gently on their shoulders. She pats a slumping student on the back and he sits up in his chair. She insisted on coming to school despite a neck injury in a car collision the day before. "The kids would wonder why I didn't come. We tell them that they shouldn't miss a day—what about us? I would wonder about them if I were at home, anyway. I had to come." She is in a neck brace.

With adolescent and grown children of her own, Pike has been effective in talking with students and helping them understand their parents' perspectives. She tells of two of the older students who are brothers and on probation with the possibility of expulsion from school. In a conversation about their behavior issues and lack of motivation in school, they told her, "We never wanted to come here [to the U.S.]." She told them that, as an immigrant parent herself, she could describe to them some of the sacrifices and pain that she had experienced uprooting and coming here, and that all her sacrifice and pain was in hopes that her children could be safe and live a better life. She told them that they should thank rather than blame their mother. She says that the boys changed profoundly after their conversation with her.

Yolanda enters the room. Students sit up. She looks around the room. "Why don't you tell this lady who you are and why you are here," she says to the class. Students glance at each other. "I can help you translate if you need help," says Lydia Pike in Spanish to the student who is slumping again in his chair. As it turns out, he is a student who participated in 1992 and brought several of his friends to participate in the 1993 summer program. One of the last students to introduce himself is older and large framed with a quiet voice. He speaks of being "in trouble" and that this program is his last chance. He talks about learning to like math because he can understand it. He tells us that he has learned more math in two weeks than he would learn in two months during the school year. Torres smiles at Wayne Brown.

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Innovation at the School Level: Schools Becoming Inclusive



The practices profiled in this chapter focus on innovations at the school level. These innovations serve immigrant students in ways they generally are not served in public schools—as *who they are* rather than *who someone thinks they ought to be*. The four schools presented in this chapter represent kinds of inclusiveness that are particularly important for immigrant students—inclusiveness in terms of language, ethnicity and culture, and socioeconomic situation.

Who says 9:00 a.m. to 3:00 p.m. is the only time to have a full-time school for kids to attend?

Howard Friedman, Principal,
Manhattan Comprehensive
Night School

The great immigration wave of the last 15 years seems to be charted on a collision course with the school reform movement of the 1980s. On the one hand, the large numbers of young immigrants entering public schools are producing a student population more diverse than at any time in U.S. history. On the other hand, many recent state and local school reforms have resulted in increasingly standardized school structures, curricula, and teaching and assessment strategies.

New Voices: Immigrant Students in U.S. Public Schools (NCAS, 1988)

For more than a decade, school reform has remained a high profile and hotly contested public concern. Schools, teachers, and students—what they do and do not do—have been blamed for a host of social and economic ills. Many reformers in the past decade have viewed the school building as the most meaningful site for change. The goals of that change and what it entails, however, remain controversial.

Education reform in the 1980s was marked by quests for a model that would transform learning and teaching in every school in every neighborhood across the nation. It is increasingly clear, however, that generic school reform is not the solution. No single model, no single checklist, will address every community's issues or attend to every school's particular situation. The challenges that an underfunded urban school with a large immigrant student population faces, for example, differ vastly from the issues confronting an affluent monolingual suburban school.

The rapidly changing demographics of the school-age population in the U.S. mean that this is a time more than any other when public schools must be flexible, expansive, and creative. Flexibility, expansiveness, and creativity are imperative in order to meet diverse student needs. They are essential in order to nurture and build on new kinds of diversity among students. They are necessary to foster important kinds of dialogue and exchange in school settings. Yet, the national trend among policy makers has been to advocate uniformity in the form of standards and maintain silence around issues of diversity.

A single-minded focus on standards can no longer justify underserving the enormous number of students underserved in U.S. public schools today. The challenge for schools is to re-envision quality education in terms of inclusiveness and diversity as fundamental to the mission of public schools. Educators and advocates dedicated to "breaking the mold" and building new visions of excellence in education will find it useful to refer to the ten basic entitlements defined in the NCAS publication, *The Good Common School: Making the Vision Work for All Children* (1991) (See Chapter 1 of this publication).

Many recent school reform efforts are profoundly flawed by the absence in their design of people who know well the daily lives of children in ethnic, low income, and immigrant communities. The communities and students historically excluded from education planning and implementation continue to be least represented on the committees and at the gatherings where policy and decisions are made. Historical exclusion and underrepresentation apply especially to communities of color, economically poor communities, and immigrant communities, despite their rapidly growing numbers and the urgency of their particular issues. The rhetoric of parent and community involvement often is not borne out by the reality; tokenism does not provide the meaningful kinds of participation needed.

The education reforms promoted in the past decade have focused largely on narrowly defined issues of curriculum, standards, and instruction in schools. This narrow focus has sacrificed concern for the relational aspects of schooling. These aspects include the importance of strong interpersonal connections in a school setting, a school climate that ensures a safe and nurturing environment, and strong relationships between educators and students' families and communities. Constructive, broader relationships are essential for schools to reach out to students who do not fit the mold.

To the extent that school reform has addressed interpersonal relations in school buildings, the focus has again been narrow. Restructuring has mainly addressed relationships among school staff. As a result, teachers frequently have benefitted more than students. And to the extent that students benefit, some students have benefitted more than others. Reforms in some schools today may result in their better serving students whom they always have served well. However, immigrant, language minority, or "at risk" students are seldom served more adequately today than a decade ago, by any measure.

The silence of adults in most school buildings around issues of race, ethnicity, class, and gender has grave implications for all students. This silence perpetuates the historical exclusion of certain voices and perspectives from classrooms—those of people of color, women and girls, and culturally/linguistically different communities, among others. The silence of adults also leaves young people at a loss for language to engage in dialogue about their differences and develop alternatives to intergroup conflict and violence. The consequences of this silence in urban schools are ripping through hallways, tearing through cafeterias, and roaring across school yards, out into neighborhoods and back again.

Contemporary Currents

School-based reforms and inclusiveness in education are not wedded as firmly as they ought to be. Moreover, change at the school level in the form of restructuring has not been sufficiently connected with new visions and approaches to teaching and learning.

Managing Change and Changing Management: Schools As Communities of Learners

In the debate around education reform, there has been widespread consensus that schools will not change without the active participation of families and teachers as well as administrators. In this sense, the change process has been redefined as one that must be more inclusive. However, in many schools, change processes have remained narrow and limited.

In many schools, a new emphasis on collaborative rather than hierarchical relationships and the notion of learning organizations (emphasizing the need to build capacity rather than define structures) has been refreshing. However, these approaches to school change have not been sufficient to transform the quality of school life or touch the daily lives of most students. Schools are not simply organizations. They are communities of learners.

As noted in the next chapter, the concept of school as a community increasingly includes the conviction that teachers and administrators have as much to learn from students, their families, and their communities, as *vice versa*. This change process must become inclusive beyond the bounds of the school building. New issues and new kinds of students require the participation of individuals and groups who, in the past, have not been involved in school policy and decision making. Broader participation must include the families and communities of students of color; of culturally and linguistically

different students; of working class students; and of students living in poverty. Immigrant students generally belong to at least one of these groups.

The involvement of historically underrepresented families and communities in school change processes is not simply the right thing to do; it is absolutely necessary. Schools that enroll immigrant students have an important responsibility to make all students' families feel welcome and relevant. They also have the responsibility to enlist and support family and community involvement in school change.

A number of factors may hinder immigrant parent involvement in schools. These range from different cultural concepts of family involvement; insufficient proficiency in English; limited literacy; or economic struggle for survival that has parents in low wage long shift jobs. Immigrant parents do not necessarily have tried and true strategies to help their children negotiate the differences between mainstream U.S. culture and home cultural contexts or to cope with the ethnocentrism and racism they encounter in school—they may be struggling with the very same issues themselves.

As schools restructure, they must develop their missions and plans in ways that fully integrate bilingual bicultural staff and address the needs of immigrant students and their families. In schools that enroll immigrant students, the presence of bilingual bicultural staff who can communicate with parents as well as children about their expectations and needs is essential. These staff must be central rather than marginal to the life of the school.

For Spanish speaking immigrant parents who speak little English,

La Escuela Inter-Americana School in Chicago, Illinois is indeed a welcoming place. The telephones in this public school are answered in Spanish first, followed by English. The school is an example of families, communities, and educators working together in the context of school reform to establish a school that achieves their vision of an "American education." They have created a bilingual and bicultural setting that reflects the cultural diversity of the local neighborhood and draws on the resources of surrounding communities from the Americas.

Teaching to Diversity

Efforts to improve schools have faced the difficult issue of limited resources for public education. Reformers have tended to highlight either effectiveness or equity at the expense of the other. In reality, education equity and effectiveness are inseparable. Similarly, a new vision of standards is needed, a vision that emphasizes not uniformity but diversity. This vision does not advocate fitting a mold but negotiating differences and broadening personal and cultural horizons—for staff as well as students.

One example of a new vision is found in Lowell, Massachusetts, home to one of the largest Cambodian communities in the U.S., as well as a steadily growing Latino population. **The Demonstration School** is a partnership between Lowell Public Schools and the College of Education at the University of Massachusetts at Lowell. A racially, ethnically, and linguistically diverse staff work in trilingual classrooms (English, Khmer, and Spanish), beginning at the preschool level.

Teaching to diversity also means addressing the social and economic realities in many communities, including immigrant communities. Many immigrant

young people shoulder responsibility, either for themselves or for their families, as wage earners or care givers in the household. Their families often face underemployment or poverty. Other common challenges include the needs of extended family and early childbearing. Responsibilities such as these may prevent young people from attending school during the day. The burden can be particularly heavy on young people who are more acculturated or English proficient than adults in their family. For these reasons, as well as others, immigrant students often either leave school before graduating or, in some cases, never register.

Schools should not require young people to choose between roles of responsibility in their family, economic survival, and formal education. Many young people who do not attend school might attend if they could continue to be productive and responsible in ways that are necessary for their survival.

The desire of many young people who work or must tend to family responsibilities to obtain a school education is demonstrated by the tremendous response to **The Manhattan Comprehensive Night High School** in New York City and **Falls Church Alternative High School** in Fairfax County, Virginia. These schools represent an important option for bilingual students who are unable to attend school during the day. Educators and administrators in these school systems recognize that for many young people, including immigrants, work or family responsibilities are not a choice, but a necessity. For many of the students who attend alternative night schools, their experiences in a work place or at home motivate them to acquire knowledge, expand skills, and gain credentials that will improve their status and income-earning ability.

La Escuela Inter-Americana (Inter-American Magnet School)

Chicago, Illinois

Reflecting the diversity of the local neighborhood, La Escuela Inter-Americana School in Chicago, Illinois provides a bilingual and bicultural setting for learning. The first bilingual school to be started by teachers and parents in the U.S., La Escuela Inter-Americana demonstrates that families, communities, and educators can work together in the context of school reform and establish a school that achieves their vision of an "American" education.

The Inter-American Magnet School (La Escuela Inter-Americana or IAMS) is a two-way bilingual school for prekindergarten through eighth grade students. When they enter the IAMS program, close to half of the students speak only English. The rest are bilingual or Spanish dominant. All students spend part of the day learning in English only and part of the day learning in Spanish only. By the time they graduate in eighth grade, all students are expected to be able to speak, read, and write in both languages.

Inter-American Magnet School (IAMS) started as a preschool in 1975 through the initiative of a small group of parents on the north side of Chicago and is the only public school in Chicago to be founded by parents. The parents wanted to have a school that provided a bilingual, biliterate, and multicultural educational setting to reflect the neighborhood environment, using resources from within the community from all the Americas—North, Central, and South—hence the name, Inter-American Magnet School.

IAMS grew one grade at a time each year, from the one preschool class up to the eighth grade. The first class of eighth graders graduated in 1985. It originally started in two rooms as a school within a school. IAMS now occupies a three-story building with a kitchen, cafeteria, science laboratory, library, gymnasium, and a well-equipped computer laboratory.

As part of the Chicago Public School District, IAMS uses school-based management. Following passage of the Chicago School Reform Act of 1989, all schools are now governed locally, most through a parent-majority Local School Council (LSC). However, IAMS had experimented with this concept since its inception.

Of the two parents who started the school, one, Janet Nolan, is now at the Chicago Board of Education at the Department of Language and Cultural Education. The other, Adela Greeley, has been selected as the 1994 Illinois Teacher of the Year, and is back at IAMS teaching third grade after having held administrative positions with the Chicago School District. IAMS has a tradition of strong parental activism. All parents are expected to participate in some aspect of the school community life. As a result, parents are involved in everything from curriculum development to volunteering in classrooms.

There is a strong partnership between parents and teachers, especially through the Parent Advisory Council. Parents and teachers work together on committees, including one formed to interview and select the principal, Eva Helwing.

Student recruitment is mostly through word of mouth. All preschool and elementary-age children who are residents of the city of Chicago are eligible to apply to IAMS. Parents hear of the program from other parents, and there is a long waiting list for admission to IAMS. Initially, flyers were sent to Spanish speaking preschools, but this is no longer necessary. Student applications are due in December-January to attend in the next school year. Students are chosen by lottery. The waiting list is also lottery generated.

During the 1992-93 school year, there were 659 students, 39 teachers, including 1 full-time reading specialist, 1 full-time bilingual counselor, 1 full-time bilingual assistant principal with teaching duties, 1 gym teacher, 1 computer lab teacher, 1 librarian, 5 full-time bilingual aides, and the principal. IAMS is a popular bilingual student teacher site, and many of the new bilingual teachers were at IAMS as student teachers first.

All school staff members are bilingual. Telephones are answered in Spanish first, and then adjusted to English if the caller does not speak Spanish. Daily notices and announcements posted in the office are mostly in Spanish. Many of them are notices of congratulations or recognition for awards to teachers. Most signs on the outside of the building and in the halls are in Spanish, translated into English. Most posters in the tidy and colorful hallways and classrooms are in Spanish, and many display visual images from within Latino culture.

Before classes start in the morning, the school hallways are noisy, filled with boisterous students. The principal and assistant principal seem to be everywhere, greeting children and many parents by name, most often in Spanish. The children respond cheerfully. Even on this very cold winter Friday morning, the children seem eager to be here. Teachers walk down the halls, greeting and talking with students and parents. Many children are even friendly to this stranger in their midst, saying "Buenos dias," smiling, and then skipping off to their classrooms.

The philosophy of IAMS is that "an integrated, multicultural bilingual setting fosters second language acquisition and the appreciation of other cultures, and prepares students to live in a pluralistic world." The school operates on a number of important premises:

- the development and maintenance of fluency and literacy in Spanish and English are assets;
- learning a second language promotes a greater understanding of the first language;
- continued development of the first language will facilitate acquisition of the second language;
- the best time to learn a second language is as early in life as possible;
- given appropriate exposure and motivation, children can learn another language;
- given appropriate instruction and the necessary home/school support, children can achieve their fullest potential in all areas of the curriculum;
- caring, accepting, and cooperative behavior on the part of the school staff, parents, and students promote the development of the whole child.

The school plan notes, "The Inter-American Magnet School will be integrated to promote bilingual multicultural education as a means of developing competent citizens in a pluralistic world. Limited English proficient (LEP), limited Spanish proficient (LSP), and bilingual speakers will develop and maintain fluency and literacy skills in English and Spanish. Students will affirm the value of their own cultural heritage while acquiring an understanding, appreciation, and acceptance of other cultures. A model bilingual curriculum will be developed and implemented following the scope and sequence of the curriculum of the Chicago Public Schools, and integrating into all subject areas the history, contributions, and cultures of the peoples of the Americas... In order to achieve their fullest potential, Inter-American students will be provided with a well-balanced curriculum, including studies reflecting the technological and scientific advances in our society."

To achieve its goals, IAMS emphasizes several approaches to learning, including whole language, higher order thinking skills, literature-based reading, and cooperative learning. IAMS also has a bilingual computer lab. All students learn both Spanish and English beginning in preschool. Students are taught to read in their dominant language in the lower cycle (grades one through three), and by grade three, are reading in both languages. For example, native Spanish speakers initially learn to read in Spanish, and native English speakers learn to read in English.

The bilingual program is not limited to academics; it addresses the whole person. A part of what is learned is the experience of growing up with more than one language or culture, and appreciating and valuing differences.

Content areas are mostly taught in two languages. However, from prekindergarten through third grade, most content areas are taught in Spanish, with a few exceptions. Up through third grade, the only classes taught in English are English Language Arts, gym, and computers. All other classes are taught in Spanish. In this situation, the native English speaking students do not have the advantage of speaking the "base" language.

In grades four through eight, teachers teach in English and Spanish on alternating days in the different content areas, such as social studies, science, and math. For example, students in the upper cycle (grades seven and eight) may attend classes with a diverse group of students in social studies, math, science, and gym class. Classes will alternate in Spanish one day and English the next. Some teachers split the schedule by teaching a half day in Spanish and a half day in English. The only classes that are segregated by home language are the language arts (Spanish speakers will take Spanish Language Arts, and English speakers will take English Language Arts) and some English as a Second Language (ESL) and Spanish as a Second Language (SSL) classes.

During a recent visit to the school, there were four prekindergarten classes of 20 students each, team taught by two teachers who modeled speaking both languages for each age group. Classes are grouped by age, with groups balanced between gender, race, and language. The four-and-a-half and five-year-olds' class takes place in the morning, and the three, three-and-a-half, and four-year-olds' class is held in the afternoons.

In one of the prekindergarten classes, Spanish is the dominant language for 60 percent of students and English is the dominant language for 40 percent of the students. The students are split into two groups according to their dominant language—the Giraffes (Spanish dominant) and the Elephants (English dominant). The class is also then split into two classes, each taught by a team

of teachers, one Spanish dominant and one English dominant. Each teacher has an aide dominant in the same language. Although each teacher-aide team works primarily with one of the groups (for example, the English dominant teacher and aide with the Elephants), each teacher also works with both classes throughout the week.

During one class, the Spanish dominant teacher is with the Giraffes (the Spanish dominant students). Using a storybook in Spanish about a ladybug, the students are doing a cut and paste and storytelling project. The class is taught in Spanish, with the same norms used throughout the school in all grades—students respond in the same language as the question asked. However, because this is the youngest age group, in this class responses and comments are often given in a mixture of the two languages. The Spanish dominant teacher will then do this same project in a language modified version with the English dominant group (the Elephants) in English the next day.

The teachers like to switch classrooms to present students with positive bilingual role models. The students appear to be comfortable working with either teacher and interact positively with the other class group and teacher during bathroom breaks and recess.

IAMS also has a bilingual computer lab. The lab is adjacent to the school library and is stocked with 26 Apple IIe computers, mostly purchased with funds raised by a group of parents. The computers are networked so students do not have to handle disks (except for the advanced students in the programming classes).

The lab has an extensive library of computer software for all kinds of different purposes. Software programs are available for ESL students, math skills development (especially math related games), reading skills development, and bilingual Special Education (SPED) students. School staff have found computer software programs to be useful in designing individualized lessons that accommodate different rates of learning, and in helping to motivate at-risk students and decrease the number of dropouts.

One of the most intriguing programs in the computer lab is a computer programming class for eighth grade students, a collaboration with the DeVry Technical Institute. Students, who must obtain permission from each one of their teachers to participate, learn how to write and market computer software programs.

The program, which is also used to motivate at-risk and SPED students, encourages students to work together. For example, two eighth grade girls wrote a geography program for younger students. It was written in Spanish, using landmarks and references (social, religious, and historical) from within Latino cultures. One of the goals of the geography program is to teach users to look up answers in encyclopedias and dictionaries. Another team of programmers consisted of an eighth grader and a third grader. The third grader acted as a monitor to gauge whether or not the program would be appropriate for his grade level.

However, opportunities for cooperative learning are not limited to the bilingual computer lab. Cooperative learning has been used throughout the classrooms and is becoming a policy for the entire school. It has been modeled from the top down. The principal, Eva Helwing, has encouraged shared leadership throughout the school. A cooperative atmosphere is evident not only in classrooms, but also during school staff meetings.

Teachers who have been extensively trained in cooperative learning provide inservice trainings to other teachers at IAMS, and most teachers are now using this approach in classrooms. In one second grade classroom, the following cooperative learning principles are posted on the wall in bold letters on brightly colored paper: "Do not criticize anybody's ideas. One person at a time. Variety of ideas is positive. Energy for the action. When someone is reading, it's time to listen. Close our mouths and open our ears."

In classrooms from prekindergarten through eighth grade, students are seated in clusters. Depending upon the age group, clusters are formed by pushing desks together in "islands" or by sitting at round tables. In most classes, students work together on group projects or assignments. The groups are to produce one "product" or report per group. While students are attentive when the teacher is talking, during group discussion times, conversations are lively and talk switches back and forth between Spanish and English at all grade levels.

The norm throughout the school at all grade levels seems to be that when the teacher asks a question in Spanish, the response is given in Spanish. When the teacher asks a question in English, the students respond in English. Examples of how the students use cooperative education in a bilingual setting are apparent within the groups as they create their reports. Discussions and negotiations take place in both English and Spanish, with students switching back and forth easily. Students help each other with vocabulary or assignment explanations, with assistance requested and offered in both languages.

In a second grade class of 24 students taught by a Spanish dominant teacher, students are preparing reports of their field trip the previous day to the aquarium. This language arts class is taught in Spanish. In this classroom, textbooks are in both Spanish and English, and various signs, displays, and posters on the walls are in either Spanish or English. Students sit and work at round tables.

The assignment is to write in sequence with the first person writing the first line, the second the second line, and so on. The groups each select a title for their report together. They then orally report to the entire class, reading their paper before the class. There is considerable discussion and negotiation within each group, as students ask questions such as, "Who read first the last time?" Students and groups are praised for their contributions, and a timer is used to gauge the time for the report, so all groups are given roughly equal time.

One group of second graders works with one of their members who has become frustrated by a vocabulary difficulty. The group keeps encouraging the student to try to express herself in English. She eventually looks up some words in a dictionary and her group cheers her on as she writes her sentence.

In a third grade math class, taught in Spanish, the math problems are written on the board in Spanish. Students count different kinds of beans and seeds, counting in Spanish. The teacher asks all questions in Spanish, and students respond in Spanish. Occasionally a student responds in English, and the teacher asks the student to repeat his or her response in Spanish. Some newer students receive assistance from other students in their groups, especially those who do not appear to be as academically strong in math. The students in the different groups seem to take responsibility for working together as a group, and check with each other on each one's progress.

Another place where school climate appears to be influenced by the schoolwide use of cooperative learning is in the weekly teacher staff meetings.

There is a friendly, relaxed, collegial atmosphere, with no visible factions or tensions. Teachers appear to be well supported by the staff and administration, and in turn, supportive of each other as well as the staff and administrators. Many of the innovations that have positively affected the school were initiated by teachers, such as smaller class sizes, and less frequent movement of students (especially in the older grades) with more instructional time (less time lost between classes).

According to one teacher, the leadership style of the principal empowers the teachers to take initiative, which in turn spurs teachers on to try out different creative ideas. The principal listens to parents, teachers, and students, and shares ideas and credit where and when they are due. Teachers work in teams and committees for special projects and curriculum planning sessions.

For example, there are several different teacher initiated surveys and studies discussed at this morning meeting. One of these includes a report from teachers involved with parent groups looking at issues such as testing and test results, collaborations with the hospital, and the Adopt-a-School program. One teacher reports on the results of an on-going family math program for LEP families. There are also announcements, including information about awards won by teachers, classes, or students, recognition for successes within and outside of the school, and notice of trainings taking place the next week (for example, a conflict management team training for fourth and fifth graders).

One of the teachers speaks of the positive cumulative effect of successive years of cooperative learning. She says that the students are able to use each other as resources and work in teams easily. This is also apparent in the general atmosphere of relaxed cooperation and teamwork throughout the school.

Perhaps as an extension of the cooperative learning concept at IAMS, there seems to be encouragement from the school administration and the school council to co-sponsor and collaborate with community projects and programs. For example, a group of parents is working with the nearby Illinois Masonic Hospital to develop special career-oriented projects through the Adopt-A-School program.

Based on IAMS's promising practices—two-way bilingual education program, bilingual computer lab, and cooperative learning—as well as on other potential promising practices at the school, IAMS has applied for and hopes to become a Title VII Academic Excellence School. The success of IAMS appears to be a combination of factors, including using the natural approach for second language instruction, a whole language approach, cooperative learning, and hands on math and science. Other key factors include the original vision of the parents who started the school, the leadership model provided by the principal, the supportive atmosphere, the active participation of parents and teachers, and the relaxed expectation of excellence. However, the results speak most loudly of the success of IAMS's program and vision.

One eighth grade student who has been at IAMS since prekindergarten explains that when she first came to IAMS, her family had just moved to the U.S. from Mexico. No one in her family spoke English. And through the years, she and her family have learned to read, write, and speak English. However, this young woman says that the greatest part about the program is that not only has she become fully bilingual, biliterate, and able to speak English without an accent, but, she proudly reports, when she went to visit her cousins in Mexico City, she could also speak Spanish—without a U.S. accent.

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Demonstration School

Lowell, Massachusetts

The Demonstration School in Lowell, Massachusetts, offers a new vision of the classroom. Racially, ethnically, and linguistically diverse staff teach trilingual classrooms (English, Khmer, and Spanish). Staff are able to respond to the varying academic, social, and emotional needs of the young students. Multicultural and linguistically diverse materials and lessons are well-integrated components of the Demonstration School's curriculum. By recognizing diversity as an integral part of the social and emotional development of children, the Demonstration School facilitates students' learning and overall development.

Despite the increasing numbers of limited English proficient (LEP) children in public schools and a growing awareness that traditional methods of providing bilingual education are often inadequate for addressing the needs of these students, rigorously evaluated, high quality bilingual education programs remain scarce.

Educators in and around the city of Lowell, Massachusetts learned this fact first hand. Faced with dramatic increases in the number of native Spanish and native Khmer speaking children (mainly of primary school age), the Lowell Public School system found itself unprepared for the challenge of providing educational services to such a changed school population. As it has done in the past on other issues, the Lowell Public Schools turned to the University of Massachusetts at Lowell's College of Education for assistance specifically in identifying successful bilingual education strategies that could be developed and implemented in Lowell. Their research found that many bilingual education programs either neglect limited English proficient children's social development, their academic development, or both.

In response to the lack of existing promising bilingual education programs, the Lowell Public Schools and the University of Massachusetts embarked upon a lengthy planning process from which emerged a blueprint for a multicultural, multilingual laboratory school. At this school, strategies for educating non-native and native English speaking children could be developed, applied, tested, and disseminated throughout the Lowell Public School system and beyond. The school would be a citywide magnet program, accepting students from across the city, and adopting a policy for sibling preference. It would be known as the Demonstration School, and its mission would be to develop an environment in which both multicultural appreciation and language acquisition are maximized.

The Demonstration School opened its early childhood unit (preschool to kindergarten) in the fall of 1990 with 30 students. Since then, the school, which is housed in a building on the University of Massachusetts at Lowell's West Campus, has added a primary unit (grades one, two, and three) and increased

its capacity to 70. The school will continue to expand next year to accommodate grades prekindergarten through four.

At the Demonstration School, both the student body and the staff are ethnically and linguistically diverse. School guidelines mandate that approximately 50 percent of all students be native English speakers, 25 percent native Spanish speakers, and 25 percent native Khmer speakers. The staff is similarly diverse. Among the school's five teachers, three are native English speakers (one is a Chapter I teacher), one is a native Khmer speaker, and one is a native Spanish speaker. In addition, the school has a native English speaking director, a bilingual teacher aide, and numerous teaching assistants from the University of Massachusetts at Lowell.

The collaborative nature of the Demonstration School has afforded its staff a high degree of autonomy and flexibility, and has allowed it to blend a unique combination of teaching theories into an innovative and dynamic trilingual education program. To optimize the personal, social, and intellectual development of each student, staff have synthesized with near seamless perfection a development model of learning with both a multicultural and additive approach to second language acquisition.

The central premise of the Demonstration School's approach is that when educating a child, the "whole" child—his or her physical, social, emotional, and cognitive abilities—must be the focus. Appreciation of a child's culture and language is integral to his or her personal growth, and an appreciation of others' cultures and languages is integral to his or her social growth. In addition, the school recognizes that the children, families, and community it serves are far from static. Therefore, teachers and administrators respond to inevitable changes in their school community with deliberate flexibility in their planning and practices.

The Demonstration School is not only a developmental model for learning with an additive approach to second language acquisition and components of multicultural understanding. Rather, through the program's heavy focus on children's affective learning, cultures and languages have become imbedded in the curriculum. Beginning in the early childhood unit, the expectation at the Demonstration School is not that children will be taught to accept others, but that they simply will learn about difference and value others as a result of learning, playing, and negotiating with peers in a neutral, nurturing environment.

English, Spanish, and Khmer languages are represented throughout the building. Materials adorning the walls, including teacher-made displays, posters, and examples of children's work, reflect the trilingual nature of the classroom. Similarly, home language reading materials are available and, for the most part, are student generated. Three language centers—English, Spanish, and Khmer—have been set up in the school, each enjoying sufficient space and presented in an attractive and pleasant manner. A "community center," in which the cultures of English, Khmer, and Spanish speakers are equally represented, can also be found at the school.

The school's format and activities also provide for a blending of cultures and languages. As the students begin arriving in the morning, the building is flooded with energy. The younger children flock to the large open classroom to the right of the front door or the early childhood unit, while the older children gravitate to the large open classroom on the left, the primary unit. As the children who qualify for breakfast at school enjoy their morning meal,

the other children who do not eat at the school begin to socialize and play. Less than an hour later, the children who were eating breakfast will have finished, and along with the other children, participated in any number of activities involving a mix of younger and older students. Particularly, older students are assigned "jobs" in the morning, which include reading to a group of younger children, engaging a group of younger children in various learning games including computer games, or assisting a group of younger children with their writing skills.

During this time, native English, native Spanish, and native Khmer speaking children interact freely. Small groups of children include native speakers of each language. During a recent visit to the Demonstration School, older native English speakers could be seen assisting younger native Spanish and native Khmer speakers with reading or writing activities. An older native Spanish speaker could be observed leading a game with younger English, Spanish, and Khmer speakers. And although English was the predominant language of most interactions, children could be overheard speaking in languages other than the home language. It was not uncommon, for example, to hear a young native Khmer speaker use a Spanish phrase when interacting with a native Spanish or English speaker, and vice versa.

After breakfast and morning activities, students return to their units. In the early childhood unit, the children gather in a circle on the floor with the staff and, after attendance is taken, join hands and sing a song of friendship, first in English, then in Khmer, and finally in Spanish. Teachers then review with the students the month and day of the week in all three languages. In the primary unit, the students engage in planning time. Planning time is comprised of consideration of both "have-to's" and free choice. Students' "have-to's" include projects assigned by teachers. Choice offerings include a myriad of center-based activities such as computers, science, and art.

From 10:00 a.m. to 11:00 a.m., Monday through Thursday, the early childhood students participate in choice activities at a variety of different play centers. Primary students, meanwhile, engage in lessons at one of eight learning centers: writing, reading, math, science, art, listening, social studies, and computers. Children from both units are often brought together and work in multi-age groups.

Following this activity period, the students in the early childhood unit go outside for recess, while students in the primary unit begin home language lessons. The home language lesson is the only time during the day that students are homogeneously grouped by home language. The children then participate in several more activities until the end of the school day at 3:00 p.m.

It is the goal of the school's staff that each student, having been allowed to progress at his or her own pace, will leave the Demonstration School proficient in his or her home language and, for non-native English speakers, proficient in English. And although it is not expected that native English speakers be proficient in Spanish and Khmer, or that native Spanish or native Khmer speakers be trilingual, it is expected that these children will leave with advanced language acquisition skills.

It is also the staff's goal that each student, again having been allowed to progress at his or her own pace, be a well-rounded individual who can appreciate other languages and cultures, and who does not fear or back away from individuals who are different in any respect. The school also implements an inclusion model of serving special education children. Children with special

needs are integrated in the classroom. Specialists work with teachers in planning for and working with children with special needs.

The Demonstration School also believes that empowered parents are key to program and child development. Efforts to involve parents have included the support and facilitation of a Parent Teacher Council (PTC) and School Site Council (SSC). The PTC plans and implements social and cultural school activities, and manages some fundraising activities. The School Site Council is actively involved in school governance issues such as staffing, curriculum, facilities, and budget.

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Falls Church Alternative High School

Fairfax, Virginia

Falls Church Alternative High School in Fairfax County, Virginia, is an alternative high school for limited English proficient students who because of work or family obligations do not have access to a traditional day high school. Serving youth aged 17 to 20, the school offers a continuation of late afternoon and evening classes. While at Falls Church, students take courses that develop both their English literacy skills and knowledge in content areas. Students eventually transfer to another evening high school to complete their studies and earn a diploma.

In recent years, Fairfax County Public Schools' (FCPS) English as a Second Language (ESL) Program has annually served more than 7,000 students representing over 100 different language groups. The locally-funded English as a Second Language Program is offered in 110 schools across an area of almost 400 square miles. In addition to students born in the U.S., ESL students include the children of refugees or recently arrived immigrants, as well as the children of foreign embassy personnel. The two largest ethnic immigrant groups in Fairfax County Public Schools are Latino and Asians, primarily from Central and South America and Southeast Asia.

The ESL program began in FCPS in 1974 with 375 students. As there was a diversity of languages represented, and there was a limited concentration of any one language group in any one school, the ESL instructional approach was selected to meet the needs of FCPS limited English proficient students. A large number of refugees arrived from Southeast Asia beginning in 1975. At that time, the ESL program was sponsored by Title I and the Indochinese Refugee Program (ICRP). Since 1977, the ESL program has been funded primarily by Fairfax County Public Schools. Some support is also received from the Commonwealth of Virginia and the U.S. Department of Education through discretionary and formula grants.

A variety of instructional models has been used since the program's inception, including itinerant teachers, pullout programs, transporting students to center-based schools, and school-based whole classroom instruction. Initially, the school system adopted a "center-based" approach; adjacent schools clustered ESL students together in a centrally located school. The current program approach supports opening ESL programs in students' neighborhood schools to the extent possible. Although a few center-based programs remain, all high schools, most middle schools, and over half of all elementary schools offer ESL instruction. ESL teachers are staffed at schools in proportion to the number of ESL students at the schools. At the elementary level, when students are not working directly with the ESL teacher, they participate in general education classroom activities. At the secondary level, students have ESL for

certain periods of each day, and select from other course options for the remaining periods of the day.

The primary goals of the FCPS ESL program are: 1) to facilitate the acquisition of English and literacy skills so that students can fully participate in the general education program; 2) to provide instruction that satisfies the cultural as well as linguistic needs of students; and 3) to promote the contributions of different cultures and languages to our society. These goals are based on the philosophy that students can acquire a second language more readily if they have the opportunity to use it in a variety of situations—in the classroom, on the playground, and in the community. The program follows an integrated language arts approach to language development. Listening and speaking, for example, are reinforced through reading and writing. As students acquire vocabulary, grammatical structure, and fluency, they experiment with the new language, make generalizations about it, refine their skills, and build upon what they have already learned.

When language minority students enter FCPS, their English language and home language skills are assessed. Students are placed in ESL classes according to their level of English language proficiency. The four levels of English language proficiency are: Advanced (B2), Intermediate (B1), Beginning (A), and Beginning Literacy students who have had limited, interrupted, or no previous schooling in their home language (LA).

Some of the special services offered by the FCPS include a centralized system for registration, translation, and interpretation services. At Central Registration, bilingual specialists assist parents and guardians in completing the necessary admission forms and inform them of county services available for their use. As parents complete registration forms, students' English and home language skills are assessed. Personnel at the center also make arrangements for student transportation, and inform the principal and parents as to when the child may begin school.

During recent years there has been a growing number of limited English proficient (LEP) young people, aged 17–20 years who are in need of an alternative high school program. The survival issues, economic pressures, and adult responsibilities that these young people face in some cases preclude their attending school during the day. An "alternative high school" for LEP young adults with limited literacy in their home language (and English) was established at Falls Church High School in 1991. The response in enrollment to this new program far exceeded original expectations.

Falls Church Alternative High School (FCAHS) was developed to provide a program that serves students with limited home language and English literacy skills who ultimately seek a high school diploma, and whose life circumstances prevent them from attending a day-time school. By the end of its second year, the school served more than 80 students, with an 85 percent attendance rate. Other alternative schools exist in Fairfax County, but Falls Church was the first to offer a program specifically to serve the needs of older LEP immigrant students who are not currently enrolled in school. Falls Church Alternative High School provides an important alternative for immigrant students, mostly Latino and Asian with little previous schooling and who must work to support their families or fulfill other family obligations (e.g., child care) during the day.

Falls Church Alternative High School was not designed for students who were already enrolled in day-time classes. "Willie," an 18 year old from El Salvador who has lived in the U.S. for three months, stated his reasons for

being in this school as follows: "Well, I am here to learn good English and find a good job. It is not easy, since I work cleaning restaurants; I want to achieve something in life and this is what I have to do to get what I want. I come to school until 9:00 p.m. or 10:00 p.m., then I go home and sleep for a while. Then I go to work. After that, I go home and sleep a little. And then I go to school again..."

The school schedule consists of classes offered from 3:00 p.m. to 10:00 p.m. Monday through Thursday, and 3:00 p.m. to 5:00 p.m. on Friday. During the summer, class hours range from 5:00 p.m. to 9:30 p.m. Students may take a full schedule of classes or any combination that fits with their work hours. The class schedule is similar to a college class schedule. All courses count toward high school graduation.

The school staff include a principal, a coordinator/counselor, an ESL teacher, a Concepts I & II teacher (social studies and science), a math teacher, and two counseling paraprofessionals. The counselor and paraprofessionals assist newcomers in the entry process, as well as scheduling in life planning and general counseling concerns. In addition, the paraprofessionals serve as community liaisons. They work as school contacts for students and parents and as language and culture translators for school personnel. Currently, the school employs one Spanish speaking and one Vietnamese speaking paraprofessional.

Some teachers are attracted to a school with a late afternoon and evening schedule because of personal preferences; others are attracted because the setting provides flexibility for teachers to be more creative and innovative in their teaching methodology. Still others are attracted because the students are committed and hardworking.

The teachers in this high school have received the same ESL inservice training that is provided for other teachers in the Fairfax County Public Schools. In addition, these teachers also teach special courses offered at the alternative high school. Hence, they have also participated in specialized inservice training for these courses.

The curriculum offers students English literacy skills and content knowledge as a foundation for enrolling in mainstream high school courses. One of the courses offered is FAST Math (See Chapter II). Other courses are Concepts in Science and Social Studies. These courses are structured to develop English proficiency in the particular content areas, along with concepts and skills in each content area. Each of the concepts courses is taken for one half-credit in the content area. All students also take ESL courses. In addition, there is a required literature course that exposes students to literature (at lower grade levels) and develops their reading and writing skills in English.

Once students successfully complete this curriculum and accumulate high school content credits, they may enroll in mainstream school content courses. To take these courses and complete high school, students move to other alternative high schools that offer the higher level courses. Hence, the school is a transitional high school. Students can stay in the alternative high school program until the age of 22. If at that age, they have not completed the requirements for a high school diploma, they may continue in the school district's Adult Education Program.

In addition to personal outreach to the Latino and Asian communities by the school's paraprofessionals, students are informed about the school and invited to enroll through announcements in community newspapers, markets, community agencies, cultural centers, and on community radio stations. "Word

of mouth" advertising, however, has proved to be the most powerful medium. In order to meet the needs of a fast growing LEP immigrant population across the school district, Fairfax County Public Schools has opened two other alternative schools, almost identical to Falls Church, in other parts of the county. What was one of the important considerations in determining where to open Falls Church Alternative High School? The location was chosen based on its proximity to immigrant communities and accessibility to public transportation.

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Manhattan Comprehensive Night High School

New York City, New York

Manhattan Comprehensive Night High School in New York City, New York, was designed to be responsive to the changing needs of young people. Breaking the mold, Manhattan Comprehensive offers late afternoon and evening classes leading to an academic diploma. The school also provides a broad array of support services to older students who cannot attend school during traditional daytime hours. Offering English as a Second Language (ESL) instruction and committed to building on diversity, Manhattan Comprehensive is particularly promising in its effort to address the needs of recent immigrant youth, who because of adult responsibilities and struggles, usually do not have access to a public school education.

Howard Friedman, principal of Manhattan Comprehensive Night High School (MCNHS), has met his share of skeptics. As a veteran organizer of alternative high schools with more than 20 years' experience in public education, he knows first hand that breaking with tradition can sometimes be a hard sell. Fortunately for the school children of New York City, he's a pretty good salesman.

Howard Friedman founded Manhattan Comprehensive Night High School. Established by a resolution of the New York Board of Education, the school is in its fourth year of operation. Modeled after the night academic high schools that served immigrants before World War II, Manhattan Comprehensive was created to address the growing and changing needs of urban youth.

Like the immigrant girls who, at the turn of the century, attended school in the same building that now houses Manhattan Comprehensive, a growing number of urban youth are being forced to shoulder adult responsibilities such as work and child rearing. Many students must tend to their own survival before they can consider pursuing or completing a high school education. Before Manhattan Comprehensive opened, GEDs or high school equivalency programs were the only option available for most of these teens and young adults—simply because they could not accommodate the daytime hours of a traditional high school.

Howard Friedman, with the support of other educators, proposed to turn this situation around at Manhattan Comprehensive. He challenged the school system to shift the burden of accommodation off its students and onto its schools. "Who says 9:00 a.m. to 3:00 p.m. is the only time to have a full-time school for kids to attend? In an urban environment, schools are going to have to change; there has to be more accommodation of students."

Today, Manhattan Comprehensive Night High School, the first regular academic night high school in the nation, is thriving. Open to all New York

City residents between the ages of 17 and 21 who can read at a seventh grade level, the school is at its maximum enrollment of 500 students and has a waiting list. Ethnically diverse, the student body is 35 percent African American, 35 percent Latino, 20 percent Asian, and 10 percent other ethnic groups. Recent immigrants from 20 different countries including China, Iraq, Mexico, Panama, and Zaire account for approximately one-third of the school's total enrollment.

The student body at Manhattan Comprehensive, which has been designated a regular academic high school for "at risk" students, also reflects the challenges facing today's urban youth. Of the school's 500 students, more than one-third have children or are pregnant. Nearly two-thirds work during the day at either a full- or part-time job. Seventy percent of the school's students are emancipated minors (i.e., legally independent of their parents) or living independently of their parents. And 75 percent are receiving public and/or private assistance (e.g., Income Maintenance, foster care/group homes, private charity).

Even though one of Manhattan Comprehensive's main objectives is to prevent and retrieve dropouts (on average, students have attended two other high schools before coming to MCNHS), the school receives no special funding for dropout prevention. In fact, a recent internal evaluation of New York City's high schools shows that Manhattan Comprehensive's per pupil expenditure is \$500 less than the city's other regular academic high schools, and \$1,500 less than the city's alternative high schools. According to Principal Friedman, as the overall city wrestles with a dropout rate of approximately 28 percent, Manhattan Comprehensive's rate is about 19 percent. Friedman notes that this figure may be inflated since students who signed up for the school but never enrolled, and students who have opted to take advantage of the school's "stop-out" curriculum, which allows them to leave and return, are included. Overall, since it opened its doors, Manhattan Comprehensive has graduated 275 students.

How does Manhattan Comprehensive do it? Manhattan Comprehensive keeps students in school by respecting the needs of urban youth. In particular, the school accommodates their adult responsibilities through a flexible and responsive school structure, accommodates their desire for a quality education by providing a full academic curriculum, and accommodates student and family needs by making available an extensive array of support services.

The linchpin of MCNHS's educational approach is its commitment to flexibility. The school year is divided into four 10-week cycles. Recognizing that crises are unpredictable, students may "stop-out" or skip a cycle when their life situation requires them to do so, as when their jobs or children require their full attention. At the same time, the school recognizes the importance of getting a new enrolled student involved in classes immediately. Therefore, in between cycles, the school holds transitional classes so that no interested student is ever turned away.

There is also flexibility in the daily class schedule in the sense that students are not punished for class absences. Instead, they are expected to make up any and all missed lessons. Usually, students take academic courses from 4:00 p.m. to 10:45 p.m., Monday through Thursday, and electives from 12 noon to 6:00 p.m. on Sundays. All of MCNHS's students are Chapter I eligible and eat dinner at the school. To enable even greater flexibility, particularly so students can work at jobs that demand a combination of day and evening shifts, Manhattan Comprehensive is hoping to expand its daily hours next year from 11:00 a.m. to 11:00 p.m.

Despite the school's alternative hours, students at Manhattan Comprehensive spend as much time in the classroom as do their peers who attend school during the day at one of the city's other regular high schools. MCNHS's students also take a full academic course load (language arts, foreign language, math, science, computers, etc.) leading to a regular academic diploma. They have available to them a variety of special programs including a theater arts program, a humanities (i.e., college prep) program, and a business program.

The business program, which was established through collaboration with a local college, receives assistance from college staff in the areas of staff and curriculum development, and offers an internship placement program which was just recently awarded a state grant.

In addition, MCNHS offers limited English proficient (LEP) students an English as a Second Language (ESL) program. More than 100 students are presently enrolled in MCNHS's ESL program. The overwhelming majority of ESL students are walk-in admissions, learning of the school through word of mouth or advertisements placed by the school in the city's subways and ethnic newspapers. Most of the school's ESL students have lived in the United States for one year or less; most are immigrants; most are emancipated; and all have completed primary school in their native country and are fluent in their home language. The majority work an average of eight hours a day, usually for an employer of the same ethnic background. Although all of these students have come to MCNHS to "learn English, be mainstreamed into the school's regular classes, earn a high school diploma, and go to college...their major concern is keeping their job" (A Comprehensive Plan for the Education of limited English proficient (LEP) Pupils, June 1993).

Placement in MCNHS's ESL program is determined through the school's admissions process. All applicants to MCNHS complete a Home Language Identification Survey. Students who list a language other than English are administered the Language Assessment Battery (LAB) test. If the LAB results indicate that a student is LEP, the results of a school-made test and an examination of the student's educational history are used to determine ESL placement. MCNHS's ESL program, which is implemented across the curriculum and has as its goal to mainstream LEP students, has four levels: Beginner, Intermediate, Advanced, and Transitional.

MCNHS's ESL program primarily uses a whole language approach, and in varying degrees, concurrent option or new concurrent option, audiolingual drills, and cooperative learning. At the beginner level, students receive 540 minutes per week of ESL English and 180 minutes each of ESL Social Studies, ESL Math, ESL Science, and ESL Multicultural studies (students' home culture). At the intermediate level, they receive 360 minutes of ESL English per week and 180 minutes each of ESL Computers, ESL Science, ESL U.S. History/Government, ESL Global Studies, and ESL Humanities/Multicultural studies. At the advanced level, they receive 360 minutes per week of ESL English and 180 minutes each of ESL U.S. History/Government, ESL Global Studies, ESL Economics, non-ESL Music or Art or Physical Education, and non-ESL Advanced Math. At the transitional level, they receive 360 minutes per week of ESL English and 900 minutes of non-ESL electives and all other mainstream courses needed to acquire the necessary credits toward graduation.

Since many of the school's ESL students have already earned the equivalent of an American high school diploma in their native country, MCNHS is

presently exploring the possibility of adding talented and gifted classes to its ESL program.

In addition to standard academic courses, Manhattan Comprehensive offers a wide variety of elective activities accessible to all students. These activities occur on Sunday. Students may choose to participate in the school's music program, theater ensemble, photography program, student leadership program, and/or join the staff of *The Informer*, the student newspaper. Recently, *The Informer* was awarded third place in a national competition sponsored by Columbia University, ahead of all other New York City high schools that had entered the competition.

There are also elective activities designed specifically to support MCNHS' ESL students. They include: 1) a Native Language Arts course for Chinese students (MCNHS's largest LEP population), designed to maintain students' fluency and literacy in the native language, reinforce the ESL content areas taken during the week, and enable the students to maintain aspects of their culture (e.g., calligraphy, music, theater arts, and literature); 2) a conversational English course which pairs students with native speakers of English in the community; and 3) annual cultural celebrations that enable the school's immigrant students to showcase their country's music, dance, literature, architecture, costumes, and cuisine, as well as other aspects of their culture.

Although the flexible structure and quality academic and elective curricula provide students at Manhattan Comprehensive access to an academic high school diploma, it is the school's extensive array of support services that enables many of the students to take advantage of the school. Beginning with the school's staff and spreading out into the private and public sectors of the community, there exists a genuine commitment to help support the students of MCNHS.

Manhattan Comprehensive has approximately 50 staff, including teachers and support personnel. The ESL program has four full-time teachers, all of whom have their masters degree, and three of whom are TESOL (Teachers of English to Speakers of Other Languages) certified. The program also has four bilingual paraprofessionals. Together the ESL staff speak eight different languages (Cantonese, Mandarin, Taiwanese, French, Pampangan, Spanish, Tagalog, and some Arabic and Japanese).

Because professionals in the New York City public school system have no obligation to work the night high school's nontraditional hours, Principal Friedman has been allowed to recruit proactively from within (and when necessary, from outside) the system. This flexibility has resulted in MCNHS having one of the most ethnically diverse high school staffs and one of the most supportive in the city. For example, Marcia McBroom, MCNHS's Coordinator of Student Activities, is the founder of "For Our Children's Sake," a nonprofit service organization that creates multicultural projects for people of all ages. Her dedication to this organization and her efforts to involve MCNHS in its activities have demonstrated to the students her commitment to help young people.

Many of MCNHS's teachers communicate their commitment as well, some by providing direct support services (e.g., college counseling, establishing an Alateen program), others through work. For example, MCNHS's librarian and

1. Plans are underway to expand the Native Language Arts courses to other languages.

keyboard instructor is a poet by day. One of its English and ESL teachers is a writer. And its ESL director is a professor at a local university. The instructional staff at Manhattan Comprehensive are not just teachers; often they are role models from whom their students can learn real-life lessons.

Manhattan Comprehensive also offers its students support services directly, mostly through collaboration with local businesses, colleges, and community organizations. Stanley Gordon, a retired businessman, is Manhattan Comprehensive's Community Coordinator. A champion for the students, Mr. Gordon is responsible for outreach and obtaining services for MCNHS's students. Traveling to other high schools in the city, he spreads the word about Manhattan Comprehensive. He also remains in close contact with the city's social service agencies and immigrant organizations and, when possible, utilizes local media outlets to reach young immigrants, including the city's cable television Asian station, Chinese newspapers, and Chinese radio stations.

Once a student enrolls in MCNHS, Mr. Gordon tends to the task of finding the student the services they need. He assists students by locating jobs, medical care, housing, and legal assistance. He has been instrumental in securing the services of Mt. Sinai Hospital, which provides health services to the students through the Mt. Sinai Adolescent Health Center and, when needed, makes available the services of a psychiatric social worker. A relationship with Cabrini Hospital has also been established, whereby residents in psychiatry provide training to MCNHS's staff. Mr. Gordon has also been the primary force in developing collaborations with various community organizations and programs such as Mothers Against Violence, Save Our Schools (S.O.S.), AIDS and Adolescence, the Youth Partnership program, the Consortium for Social Services-East Side, and the Mitsui Corporation. MCNHS also collaborates with several local universities and colleges. In fact, according to Mr. Friedman, so many of the city's universities and colleges want to work with Manhattan Comprehensive, "the school has its pick" of institutions with which it agrees to collaborate.

Mr. Gordon has also been successful in bringing hundreds of volunteers to Manhattan Comprehensive. Each week, between 60 and 100 professionals volunteer their time as tutors or mentors. Each of the school's LEP students who needs a tutor is assigned at least one. Approximately 65 tutors from the New York City Volunteers, Inc. and approximately 20 tutors from the Asian Professional Extension, Inc. tutor students one-to-one at least once a week. Because all of the tutors are professionals (e.g., doctors, lawyers, business people, former teachers, community leaders, etc.), the services they provide to students often go beyond academic assistance. Many provide students with legal assistance and job placement, or introduce them to cultural activities and career opportunities.

Volunteering at MCNHS seems to be contagious. Recently, a young artist who donates time each day to the school's students brought an architect friend. "At first I tell my friends that they can volunteer a couple of hours a week. I don't want to overwhelm them by telling them they should come every day. Anyway, once they get here, they don't want to leave. The atmosphere here [at MCNHS] makes you want to give of your time. The students truly appreciate the help and support you extend to them."

Perhaps that explains why getting into Manhattan Comprehensive's graduation ceremony is as difficult as getting in to see a Broadway show. After securing the caps and gowns, which are donated by a local private school, Mr. Gordon begins the process of extending invitations to the ceremony. Since

many of the students have little or no family, the school turns to the community for support. Social workers, hospital personnel, probation officers, employers, members of the different organizations that collaborate with MCNHS, and people from the neighborhood are encouraged to come and show their support for the young men and women who have earned their diploma. For the past few years, Manhattan Comprehensive's graduation ceremony has been filled to capacity, with others entering on a standing room only basis. And when possible, Mr. Gordon tries to add a personal touch, sometimes by contacting the students' relatives, other times by contacting a special person in their life. Recently one student received his diploma while in the company of his favorite teacher, who taught him in third grade.

As if this were not enough, efforts to expand Manhattan Comprehensive's services, many of which would be unprecedented, are well under way. Most notably, Principal Friedman, the Urban Coalition, the Urban Coalition of Housing, and a group of attorneys have developed a plan to turn the building adjacent to MCNHS into housing for MCNHS's students. Rent would be based on a sliding scale. The dormitory, which would be for students who do not have a place to live and for mothers who need a place to raise their children while attending school, would house approximately 50 students. In addition, it would provide case management and daycare services, and would house several small stores on the first floor.

Manhattan Comprehensive Night High School, however, is not without problems. It does have periodic problems with retaining staff, even though teachers at MCNHS have no administrative duties and work only one Sunday per month. It also has a problem with overcrowding; growing popularity and demand are threatening to produce overcrowded classrooms. And it needs updated science equipment and a new laboratory.

However, Manhattan Comprehensive Night High School has enabled dozens of young people, including many immigrants, to access an academic high school where they can earn a high school diploma. Because of their unique life situations and/or adult responsibilities, these students would otherwise not have this opportunity.

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Linking Up for Learning: Strong Home, School, and Community Ties

5



Educators, community leaders, and parents in growing numbers emphasize the need for greater collaboration between schools, community groups, and families. This collaboration is essential to support students' academic achievement and sustained long-term success. The practices in this chapter focus on family and community empowerment through involvement with schools, as well as ways to enhance immigrant students' academic success by supporting families and communities.

Schools must celebrate daily the strengths from heritage and home language that all kids, and their families, bring to the new forming weave that is becoming America. Like the unique colorful strands in a fabric, the coming together of different children and communities takes on the shape of something equally unique, that has integrity beyond that of each strand, something unbreakable.

Joe Garcia, Director
Touchstones
Seattle, Washington

Schools simply will not be able to serve the *whole child* without entering into an equal partnership with families and community organizations, especially grassroots organizations. It's essential for us to pool our different resources and expertise, and share our special strengths, if we are to meet all the challenges that children of different cultural communities and social circumstances face.

Dr. Shereen Arraf, Director,
Bilingual Compensatory
Education, Chapter I
Dearborn Public Schools,
Dearborn, Michigan

As the practices profiled in Chapter II demonstrate, immigrant students' learning is facilitated and classrooms are enriched when educators ensure a place in classrooms for who students are. "Who students are" includes students' home language, culture, and heritage. This chapter explores another aspect of who students are as members of families and communities, and some important ways that students' families and communities can participate in their schooling.

Every child is entitled to the involvement of his family and community in his formal education. Immigrant children and young people are no exception. Family and community involvement in the school, what that involvement entails, and the form it takes may vary greatly from one community and one family to the next. It is imperative for school educators who work with immigrant students to work also with their families and communities. Collaboration with families and communities ensures that the experiences and perspectives of those families and communities will help shape their children's school education.

The term "parents" is used in this publication often for the sake of convenience. It refers to adults in a student's family who are caregivers or are responsible for the child's upbringing in some way. In many immigrant communities, "family" and all the obligations, responsibilities, and mutual concern that the word implies consists of a much broader group than simply father, mother, and siblings. School outreach and program involvement must include not only students' biological mother and father, but other adults (not necessarily blood kin) responsible for the child or young person—the extended family. This could include a grandparent, an aunt or uncle, a godparent, a legal guardian, a cousin, an older sibling, or a caring adult in the community. This broader definition is particularly important for young immigrants who are unaccompanied minors or whose family has been fragmented by war or a long journey of flight.

There has been an important shift in perspective on the relationship between schools and communities. This shift is reflected in the widely quoted saying, "It takes a whole village to raise a child." Educators and policy makers have begun to recognize that schools are important, but not sufficient, for the survival and success of young people and their communities. While schools represent a much touted resource for families and communities, at the same time communities and families represent a rich yet underutilized resource for schools.

The unprecedented urgency of such youth concerns as early school leaving; violence, delinquency, and gang involvement; substance abuse, suicide, and other self-destructive tendencies; early sexual activity and teen pregnancy has compelled educators and youth workers, in particular, to reassess conventional approaches. They are beginning to develop holistic approaches to students' education that emphasize the importance of coordinated support. For schools serving immigrant students, this requires bilingual bicultural staff and personal contacts in students' communities to facilitate communication and collaborative efforts.

Contemporary Currents

The promising practices in this chapter address three concerns central to issues of family and community empowerment and involvement in their children's formal education: access, ability, and appropriateness.

Access

In some communities, particularly mainstream middle class communities, family access to schools and family involvement in children's schooling is taken for granted. The school system and standard school procedures are familiar to mainstream middle class adults in ways they often are not familiar to immigrant adults. In most school districts, access to information and services in the local school system remains difficult, even impossible, for adults who do not read or speak English fluently.

For immigrant families, a range of issues may influence their approaches to supporting their children's school success. People's understandings of schooling and how to support children's academic success can vary widely from community to community. For many immigrant parents, the notion of advocating for their children in a school system is unfamiliar. Instead, immigrant parents may be accustomed to the notion of entrusting their children to the school and thinking of teachers as surrogate parents.

Limited access may result from cultural, social, and language barriers. It can seriously hinder a family's ability to support their children's school success. Some schools have made important strides in reducing barriers and creating supports to increase immigrant family access and involvement. Sometimes, small changes, such as translating a flyer or newsletter into students' home language, can make an enormous difference in symbolic as well as concrete ways. The presence of bilingual/bicultural staff, including paraprofessionals with the opportunity to become certified professionals, is essential to improving parent and child access to school services.

As the **Las Mujeres Hispanas** program in Kansas City, Missouri demonstrates, the presence of bilingual professionals and community members in the schools, along with Parent Advisory Committees, and regular meetings, seminars, and workshops for parents, facilitates parent involvement in schools.

School access to immigrant families often is no easier than family access to schools. The language barrier and lack of knowledge about appropriate channels of communication and cultural protocol work both ways. School personnel trying to reach students' families may face the challenge of a language barrier or low literacy; scattered communities; frequent change of address; no telephone in the home; homes where adults work most hours of the day and evening; and mistrust of outsiders. People who live and work in the community, or have close ties to the community often are best situated to connect with parents. This is particularly true in the early stages of developing a relationship between families and the school.

Community based organizations are strategically positioned to mediate and fortify relationships between families and schools. In some school districts, community based organizations like **ACCESS** (Arab Community Center for Economic and Social Services) in Dearborn, Michigan and **Touchstones** in

Seattle, Washington have taken the lead in creating links between schools and families. These community organizations orient both families and school personnel for greater family/community involvement in children's schooling. Community based organizations also have assumed the role of extended family, not only as advocates for students, but by providing support for children and young people. This support includes academic tutoring and educational programs; counseling; recreational activities after school and on weekends; and mentors, role models, and leadership opportunities.

ACCESS and Touchstones demonstrate how community organizations and schools can work in partnership to support immigrant children's success. Both ACCESS and Touchstones are present in the school district in the form of teacher training programs, culturally appropriate materials, and conflict mediation. As they work in partnership with the local school district, both these organizations continue to be strong advocates for the communities they serve in fighting or supporting initiatives and legislation that concern immigrant families and their children.

Ability

Many school and district efforts to involve immigrant families tend to confuse families' limited access to the school with their ability to educate their children. Improving parent access to the school is important. However, it is not the same as recognizing parents' ability to educate their children. A widespread belief, popular since the nineteenth century, assumes that schools, and not families, are most able to socialize immigrant children to be productive U.S. citizens. This belief is related to the mistaken assumption that immigrant families lack the knowledge, skills, and economic means to educate their children in "American" ways that will enhance their future success.

Programs based on these kinds of assumptions tend to be designed as a one-way transfer of information and skills that educators believe immigrant parents/families need to know. Instead, they should be a two-way dialogue between school staff and immigrant families about ways to support children's growth and development. The knowledge and relationships that immigrants bring with them should be built upon rather than discounted or discarded. These kinds of knowledge and relationships may be an important key to supporting immigrant students' success.

There are times when the knowledge and strategies that families and children need to survive in the United States may differ from what they needed in the communities abroad that they left. As families adapt to a new context, they may need support in negotiating familiar and unfamiliar values and practices in ways that do not disempower adults in the family or render them irrelevant and unable to guide their children.

As noted in Chapter 2, every child experiences a certain dissonance between home and school cultures. However, school staff and school culture, to a considerable degree, reinforce a mainstream child's identity, values, and heritage. They usually do not do so for immigrant students. It is necessary for schools to become less Eurocentric in their expectations of what students must know when they enter school.

At the same time, there are certain benefits to immigrant families enhancing their support of children's school learning from an early age.

In many cases, this includes immigrant families learning more about the school system and what goes on in schools in order to understand better the kinds of challenges that their children face in school. This process is important for parents to make informed decisions about their child's schooling and to advocate for change when they consider school policy or practices inappropriate.

Family literacy programs, in particular, are premised on the understanding that targeting students alone is not sufficient to support their academic success. Many educators realize that support for immigrant parents' education translates into support for their children's education. This is particularly true in early childhood and early elementary school years.

Family literacy programs for immigrant parents, such as **Families Learning Together** in Baytown, Texas, often combine English as a Second Language with other kinds of learning. These may include learning about school procedures and documentation; parents' rights and responsibilities; as well as family and student issues (e.g., health, substance abuse, interpersonal relations) in the U.S. context. Family literacy programs must be wary not to promote a deficit model of immigrant families that assumes immigrant adults lack the ability to educate their children. Instead, these programs should be framed in terms of new skills that parents need to enhance their ability to support their children's schooling in a new context.

Apart from important skills and information that parents may acquire, another important aspect of family literacy programs, including **FLASH** (Family Literacy at Home and School) in Dade County, Florida, is the strengthening of intergenerational ties. Many immigrant families, on the one hand, feel that they are entrusting their children to schools for formal education. On the other hand, they fear that their children will become acculturated in ways that will diminish children's respect for the adults and the culture at home. The erosion of intergenerational relationships, particularly between parents and children, is frequently cited by both immigrant parents and young people as a major concern. Hence, programs that provide a context for parents and children to learn together in positive ways, problem solving together early in children's lives, may strengthen important ties. Parents participating in FLASH join their children for a joint project at the end of each lesson, and are encouraged to continue their projects at home.

School-based programs for parents help to demystify the school and establish parent-staff relationships that form a foundation for parent involvement in schools. School-based programs also allow school staff to observe parents in interactions with their children and learn more about their cultural values and practices. The **Backpack Literacy** program in Sunnyside, Washington, in contrast, helps to demystify the school (and the English language) by "naturalizing" school materials in a home setting. Young students take home books, tapes, and other learning materials to share with younger siblings.

Appropriateness

There are several important aspects to the issue of appropriateness. First, school curricula, teaching approaches, support services, school climate, and staff, all must change to become more effective in serving immigrant students and supporting their families' presence in the school. Schools can be intimidating to immigrant parents, especially if they speak little English. Multilingual

bulletin boards; bilingual, racially diverse staff; opportunities for parents to assist in class; curricula that parents can help develop or enrich; and student assignments that require learning about family history or personal ethnic heritage all convey to immigrant parents that their presence in the school is quite appropriate—all parents belong in the school.

Second, it is important for schools to support immigrant parents' development of a role in their children's schooling that they themselves feel is appropriate. Third, even if schools become more effective in serving immigrant students and their families, the schools alone are not equipped to generate or sponsor all the appropriate responses to immigrant student issues; the involvement of families and communities is essential.

As noted earlier, school-based educators increasingly realize that they are not in a position to educate or support immigrant children singlehandedly. With some exceptions, most school staff are not equipped with either awareness or expertise to respond to all the needs of immigrant children. By the same token, many parents feel overwhelmed and helpless in guiding their children, particularly when children reach adolescence.

In the absence of guidance in negotiating between different cultural worlds, many young people define their choice as either/or—either respecting adults and cultural values in the family, or rejecting their cultural heritage and cutting loose from the family. Both ACCESS and Touchstones demonstrate the importance of involving community based organizations to support immigrant students and their families, and build bridges between schools and families. Links between community based organizations and schools can be critical for the success of family involvement programs and school/home support for immigrant students.

At the same time, as the **Las Mujeres Hispanas** program in Kansas City, Missouri demonstrates, the presence of trusted individuals from immigrant communities in the schools also can be instrumental in serving immigrant families and their children. Language, culture, and trust all contribute to parent and students' inclination to seek support in the school setting.

Las Mujeres Hispanas also reflects the considerable extent to which home and community situations, including domestic violence, impact children's learning in the classroom. School staff who are unaware of these issues or unable to help students address them will not be able to educate effectively students distracted or destabilized by serious home or community issues.

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How issues of access, ability, and appropriateness intersect for immigrant students and how responses to those issues concern schools and involve their staff must be defined not only by schools, but by immigrant students' families and communities, as well.

Touchstones

Seattle, Washington

Touchstones is an alliance of community based organizations in Washington state committed to advocating for the rights of bilingual students and their families. Forging relationships with many different organizations and agencies, Touchstones is an access point for education programs and social support for families, from grandparents to preschoolers. Touchstones provides services to Seattle Public Schools. Touchstones runs several educational and leadership programs for school age children and adolescents, including the After School Enrichment Program, the Summer Academy, and the Multi-cultural Youth Action Council.

In January 1993, a Washington state representative introduced a bill seeking to eliminate the requirement that school districts instruct limited English speaking students in both English and their primary languages. Instead, the bill would allow school districts to choose from a set of different teaching models, some of which instruct students only in English. State law currently calls for transitional bilingual instruction, which is defined as the use of both English and the student's primary language. The 1993 bill died in committee, and bilingual education continues to be mandated by law. However, the debate over bilingual education continues.

Within this political climate, Touchstones has played an important role in advocating for the rights of bilingual and English as a Second Language (ESL) students and their families. Touchstones stresses the importance of maintaining one's ethnic heritage, while also obtaining a comprehensive education that addresses language and cultural uniqueness.

Joe Garcia, the director of Touchstones, is an intensely passionate youth advocate, and his passion for Touchstones is equally clear. Garcia and several other Vietnam era veterans of color began in 1982 to generate the ideas that eventually became Touchstones. These veterans were active in a variety of community based organizations, and they were determined to give something back to the Southeast Asian refugee communities that had lost so much during and following the Vietnam War.

Touchstones was informally organized in 1989 as an alliance of smaller community associations, and formally incorporated in 1991. The program's motto is, "more alike than different," and its mission is "to advocate for the needs of immigrant refugee children and to assist them in transition from their prior experiences in their homeland to life in America by enabling them to become self-sufficient, productive members of society while maintaining their cultural and ethnic identity."

Member organizations include: Vietnamese Friendship Association, Consejo Counseling and Referral, Indo-China Chinese Refugee Association, Samoan National Chiefs Council, Korean Community Counseling Center, Lao Lane Xang

Association, Yiu Mien Community Association, Refugee Federation Service Center, Filipino Youth Activities, Eastern European Association of King County, and Multi-Cultural Youth Action Council of Washington. The governing board of Touchstones is composed of members democratically elected by these different ethnic community organizations.

Recognizing that coordinated services are required to prevent students from falling through the cracks, Touchstones has forged alliances with many different organizations and agencies to develop integrated family centered programs. As a one-source access to health, nutrition, social, and transportation services and assistance, Touchstones provides "wrap-around" services year round, and includes everyone from pregnant mothers, young children, siblings, and parents. The program seeks the earliest intervention possible.

These services include: transition programs for children moving from Head Start to kindergarten; transition models for limited English proficient (LEP) populations; programs for special needs populations from ages 3 to 21 years (including special education); and Chapter I migrant and bilingual programs (serving more than 1,000 young people in Seattle) which include after school homework programs, Summer Academy, and the Multi-Cultural Youth Action Council (MC-YAC).

At a recent Touchstones Summer Academy graduation ceremony, guest speaker Judith Billings (Washington state Superintendent of Public Instruction) said that there were people in the state capital who were discussing whether or not it was feasible to "bring together agencies, organizations, activities, and services and make it work on behalf of kids. You have demonstrated that it can be done. It is this kind of total community caring that will make a difference for kids...this is a model that we can use for the rest of the state."

Approximately 14 different languages are spoken by Touchstones staff members. There are presently 15 full-time and 22 to 24 part-time staff members, some of them instructional aides who are part of the Transitional Bilingual and Supplemental Services programs. Touchstones is funded by Chapter I, foundation grants (including the National Federation for Children), contracts with local school districts, and private donations.

Touchstones does not operate under a formal organizational structure. There are no job descriptions or personnel manuals, although staff have articulated areas of responsibility. These are:

- The Community Leadership Group (the Board of Directors)—a group of seasoned leaders who are bilingual or trilingual, semi-acculturated, but connected to communities;
- The Management Leadership Team—a group of young adults, 24 to 28 years old, who run the day to day programs. Most of them have been (or continue to be) in MC-YAC;
- The Youth Leadership Team—a group of doers, mostly members of MC-YAC, who engage with young people in the various programs. They are fundamentally responsible to give back to the community, and teach and learn.

Touchstones staff consider themselves to be co-workers with students in the process of self-empowerment. As an organization that advocates for system changes and reforms, Touchstones members are also activists when institutions are slow or resistant to change. They have taken leadership roles in fighting or

supporting legislative moves related to education, health care, and family issues. Recently, Touchstones spearheaded a lawsuit against a local school district for violating the rights of bilingual students, but has remained on good terms with the governor, Office of the Superintendent of Public Instruction (OSPI), and local school districts.

Touchstones also provides services for parents, such as Even Start, an adult literacy program, and the Parent Training Information Centers (PTI Centers). The PTI Centers are funded by the U.S. Department of Education, and provide support and training for parents of LEP students, especially those of LEP children with special needs. Parents learn about entitlements, public laws, children's rights, and parents' rights.

Touchstones also provides translation services for families. They are in the process of training people, including MC-YAC members, as interpreters. To be effective, interpreters must be savvy about language and available services. Touchstones is building a core of interpreters who not only translate for parents, but also advocate for them.

In addition, Touchstones has contracted with the Seattle Public School District to provide tutorial services in reading, math, and language arts to Chapter I eligible children in school, and after-school and transition services for eligible four-year-old pre-school students enrolled in the Federal Head Start and Washington State Early Childhood Education and Assistance Program (ECEAP).

Contracted services provided by Touchstones to the Seattle Public Schools include:

- Interpreter services for special education students—for parent conferences, in the development of Individual Education Plans (IEPS), and language assistance in testing;
- Interpreter services during testing and screening for early entrance kindergarten students;
- Interpreter services for home contacts requested by schools;
- Support for social services for bilingual students and parents;
- Bilingual counseling support for parents and students;
- Other translation and interpretation;
- Language support for special programs such as Even Start;
- Cross-cultural in-service training to project parents and staff.

Many of these services are provided through the Community-Schools Project, funded by the Northwest Area Foundation, Medina Foundation, the Seattle Public Schools, and the Department of Social and Health Services.

The Community-Schools Project has developed six community-school-family objectives, which include 1) to enhance a sense of family and community; 2) to mobilize resources and supports; 3) to share responsibilities; 4) to protect family integrity; 5) to strengthen family functioning; and 6) to be proactive in human and educational service practices. Program evaluation is conducted by the University of Washington, Center for the Study and Teaching of At-risk Students (C-STARs).

In line with Touchstones' basic holistic philosophy, the goal of the Community-School Project is to reconnect three fundamental institutions—school, family and community. The basic premise is that these three institutions become a child's "village," and provide the basis for building multicultural communities. In developing the skills to flourish within their "villages,"

Touchstones has developed numerous programs and projects for children and families. These three components are presented as promising practices:

- **The After School Enrichment Program**, which provides tutorial and other educational support services in four different languages;
- **The Summer Leadership Program** for students who are about to transition into mainstream classes;
- **The Multicultural Youth Action Council (MC-YAC)**—a youth leadership, and gang and drug prevention program.

After-School Enrichment Program

Kim Thahn Nguyen, the program manager of the After-School Enrichment Program, walks down a hallway in the basement of the old church where the after-school classes are held. MC-YAC tutors and site managers deliver steaming bowls of rice and other foods, and trays of sliced fruit to their students. Children line up by classroom to wash their hands and then return to their rooms, skipping and laughing. When they see Kim, they run up to him, hugging him and dancing around him. He responds warmly to their attention.

There are four sites for the After-School Enrichment Program, a homework and tutoring program, serving approximately 250 students, grades kindergarten through five. At one site, in an old church community center building, classes are held in four languages—Vietnamese, Chinese, Mien, and Laotian. Each class has a bilingual site manager, usually a MC-YAC member, but occasionally a parent or other community member.

Students arrive after school and, since many of them come from low-income families, are served a hot dinner. Meals are nutritionally balanced and multiethnic.

Following their meal, students receive help with homework they've brought from school. Students are seated at tables roughly by age group or grade level, and work with tutors and instructional aides (approximately five per classroom). Most of the tutors are bilingual even though most of the tutoring is in English. Difficult concepts or vocabulary are explained in the home language. Tutors also show how and when to use dictionaries and encyclopedias.

After their homework is done, the children play together outside if the weather permits, or inside with supervised activities, such as word games or arts projects. Most children live in the neighborhood and have either pre-arranged to be dropped off by the bus after school, or walk to the site. Staff members pick up students if transportation is a problem, and take them home afterwards.

Classes meet Monday through Thursday for two or two and one-half hours each day. On Fridays, there are staff meetings for all instructional aides, tutors, site managers, and volunteers to discuss any problems that have come up during the week, to go over any general strategies, or for staff enrichment.

In each class, there are between 36 to 40 students and 5 instructional aides. In one class, there are also a few middle school students who were considered vulnerable to gang involvement. They either had younger siblings in this class, or were in need of homework assistance in the classroom too, and came because their parents preferred that they be here rather than at

home or on the streets. The older ones help the younger ones or do their homework. In a few cases, some younger pre-school children also accompany their K-5 siblings.

Summer Academy

Touchstones created the Summer Academy as an entertaining way to maintain and enhance academic skills over the summer vacation. The Summer Academy was initially designed to transition students from early childhood programs to kindergarten, and from fifth grade to middle school. The Academy bridges services for all ages for transition from one grade to another, especially when moving from an ESL or bilingual class to a mainstream class the following year.

Touchstones' Summer Academy has 10 independent sites serving distinct communities composed of different ethnic groups. Each site has developed a program to meet the needs of the local community. All Touchstones member organizations are involved in the Summer Academy. For example, one Summer Academy site serves a predominantly Samoan neighborhood, while others are located in African American and Filipino communities. Communities represented include: Mien, Laotian, Vietnamese, Latino, Cambodian, African American, Filipino, Korean, Chinese, and Samoan.

Summer Academy sites are located in neighborhood facilities that are donated or provided at reduced rental cost. In 1992, the Summer Academy recruited 322 volunteers who contributed 6,804 hours of supplementary instructional services, and 27 MC-YAC youth who provided more than 4,200 hours of tutoring, mentoring, and coaching. More than 10,296 nutritionally balanced hot meals and sack-lunches were served to program participants.

During the 1992 Summer Academy, more than 400 children and families from diverse cultural backgrounds participated in the Academy. The six-week academic enrichment program ran for six hours a day, Monday through Thursday. The Summer Academy is supported by more than 20 donor-partners, 9 community church facilities, and recruits more than 250 adult and teen volunteer tutors-mentors-coaches.

To increase regular attendance, transportation is provided between home and the Academy and for field trips and other recreational activities. Academy programs are integrated to include bilingual bicultural, social, health, and special family needs.

In the mornings, Academy participants focus on academics. In the afternoon, field trips and other social and cultural activities that promote social development along with academics are scheduled. For example, participants have a scheduled time to read. They are read to, practice mathematics, write stories, play language and math games, take field trips, engage in conversation designed to stimulate self expression and self confidence, and are tutored in their home languages, often on a one-to-one basis.

The purpose of the program is to increase or maintain academic skills, make learning fun so children understand the inherent value of education, expand their horizons, broaden their perspectives, and ease the social and cultural transition for new arrivals. Some of the MC-YAC members have been Summer Academy participants; many members have graduated from Summer Academy to eventually join MC-YAC.

The Summer Academy also provides opportunities for young adults with special needs to work as supported employment trainees, performing tasks such as washing dishes and assisting in meal preparation as kitchen aides. These activities help them to develop important social and working skills necessary for future roles as productive members of society. This practice is in contrast to the traditional Asian/Pacific Islander practice of keeping persons with special needs at home where they are cared for by other family members.

The Summer Academy received the Governor's Special Award in 1992, one of eight awarded in the state. It was also recognized as one of the Face It Drug Free projects for 1993, 1 of 38 out of more than 300 programs.

Multi-cultural Youth Action Council (MC-YAC)

Vonsenong, a young Laotian woman, is seated at her corner desk in a small office cluttered with stacks of paper, awards, newspaper clippings, and snapshots of young people who have been involved in different Touchstones programs. The phone rings. She answers in English, switches to Laotian, and continues to speak rapidly. Later, she explains that she has been lining up support and back-up for a disciplinary hearing to be held for two Laotian high school and two junior high school boys. The boys have been suspended and may be expelled for their involvement in a non-school incident on the weekend.

Vonsenong was arranging to have some Multi-cultural Youth Action Council (MC-YAC) members who also attend that high school present to talk about some issues in school for LEP and minority students. They plan to raise the issue of seemingly different standards applied to determining disciplinary action for the Laotian students than for some Anglo students in a similar situation—with more severe disciplinary action applied to the Laotian students. They also plan to take advantage of this opportunity (state as well as local educational authorities will attend the hearing) to request additional basic and support services for LEP students, and are busily preparing their arguments.

MC-YAC was created in January 1992 by a group of youth leaders of color and a few adult allies following a state-wide retreat to develop the Governor's Youth Initiative. Its mission is to serve the community, strengthen traditional cultural values and beliefs, create trust among all youth and adults, and to prevent alcohol, drug, and gang involvement. MC-YAC was formed by teens and young adults to serve as a voice, body, and forum for their needs and issues. The MC-YAC Youth Leadership Team is a governing and decision-making body directing its own activities.

MC-YAC presently has one full-time adult advisor who is a former member of MC-YAC (after age 25, members are considered adults and encouraged to withdraw from the group). MC-YAC now has 75 members, with 17 very active members working out of the Touchstones offices as tutors, instructional aides, mentors, coaches, peer counselors, advocates, and trainers.

Some MC-YAC members are training to become advocates/interpreters for their communities. Others are involved in an adult literacy program called Even Start. This program provides workshops in language and social skills to the monolingual parents of children involved in various Touchstones programs.

Other MC-YAC members are engaged in designing strategies to form "Drug and Gang-Free Communities." Part of the gang prevention activities include

participation in all of the Touchstones' programs, including volunteering in the Head Start program, the After-School Enrichment Program, the Summer Academy, and other programs that take place throughout the year. MC-YAC members have their own letter jackets with the MC-YAC emblem on the back and MC-YAC colors which members wear with pride even though they attend different high schools.

MC-YAC is collaborating with other youth groups, including young people from the Yakima Tribal Nation, Pasco High School, and other Seattle high school and college age groups. Together, they are forming an interstate cross-cultural youth leadership team, and have sponsored two different two-day conferences.

The young people involved in Touchstones are thinkers, planners, and most importantly, doers. They learn to give back to and advocate for their communities. They learn to be team players as well as independent decision makers. Most of the present Touchstones program managers have come up through the ranks of MC-YAC, starting as tutors. They continue to build their own leadership skills as they teach other MC-YAC members as well as their young charges in the programs.

Touchstones' staff members model a level-headed toughness that also manages to include a sense of intelligence, integrity, stability, sensitivity to differences, compassion, a political consciousness, and fun. This clearly influences the young men who are part of MC-YAC. It is common to see groups of young men who sport a tough street look who have adapted assisting children younger than them with their homework as part of their culture.

Membership in MC-YAC appears to hold high status among certain crowds. There are many young people of both genders here and they form their own community within a community. The culture of community service and giving back to the community has been made "cool" here, and it seems to be a value that the young men and women find attractive in each other. As these young adults develop and model these characteristics as part of their multicultural culture, the younger children look up to them, eager to emulate their behavior.

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ACCESS

Dearborn, Michigan

The Arab Community for Economic and Social Services (ACCESS) in Dearborn, Michigan represents a vital link between Dearborn's public school system and the city's Arab community. Acting in various capacities including that of advocate, parent/teacher trainer, and community worker, the center's staff mediates and fortifies the relationship between families and schools. As a result of ACCESS' efforts, the Arab community has greater access to positive and successful learning environments, and the city's schools have become more sensitive and better prepared to interact with the Arab community, especially parents and school-aged children.

The Arab community has been in Dearborn, Michigan since the turn of the century. As the local Arab population grew, and an Arab community began to develop, Dearborn became the major entry point for subsequent Arab immigrants to the U.S. Although immigration from the Middle East was steady, major immigration waves took place in the 1960s and 1980s.

As the Dearborn Arab community has grown, so has its diversity, including countries of origin, religion, and socio-economic background. Included in the Dearborn Arab community are people from Lebanon, Yemen, Palestine, Israel, Egypt, Syria, Iraq, and Iran. There are both Christian and Moslem Arabs. Among the Christian Arabs, there are Roman Catholic and Greek Orthodox. Among the Moslems, there are Sunnites and Shiites. There are Arabs who came from both lower income families and wealthier families in the Middle East. Some came to Michigan after years of residence in Europe or other U.S. cities. There are recent immigrants and there are second, third, and fourth generation Arab Americans. There are politically conservative Arabs and politically liberal Arabs. There are those who are culturally more traditional, those who have acculturated, and those who have assimilated into the United States culture.

The city of Dearborn currently has the highest concentration of Arab Americans in the U.S. Dearborn's school population is now approximately 38 to 40 percent Arab American, with about 250,000 to 300,000 Arab Americans in the state of Michigan. The Arab Community Center for Economic and Social Services (ACCESS) was created in 1971 to fill the void in services for the increasingly diverse Arab American community. ACCESS provides a variety of services to help Arab immigrants adapt to life in the U.S. and address the new social, economic, and educational issues that develop as families start to settle down. These services include immigration and legal counseling, family counseling mental health, substance abuse counseling, a health clinic, and multicultural training.

Other services include educational enrichment through the Learning Abilities Program which provides tutoring and parent education, a bilingual library, adult education, and a vocational training program. As a Pan-Arab cultural center serving all the different Arab American communities, ACCESS bilingual staff have also been able to act as advocates and community organizers concerning political issues affecting the entire Arab American community.

One area in which ACCESS has had significant impact is education. The Dearborn Public Schools bilingual education program has expanded significantly in the past two decades. In 1974, the official bilingual population of the entire school system was 200 students. As of 1993, the bilingual population numbers 2,582 students. The major language groups are Arab, Rumanian, Spanish, Albanian, and Italian with an additional 23 language groups represented. While Arab American students make up approximately 37 percent of the general student population, the bilingual program is 93 percent limited English proficient (LEP) Arab American students.

The city's current bilingual education program is supported by federal, state, and local funding sources, and is staffed by 42 bilingual English as a second language (ESL) teachers and 33 bilingual instructional aides. Bilingual instruction is provided in two ways: 1) in self contained bilingual classrooms taught by bilingual ESL teachers with instruction in content areas in both English and the home language; and 2) pull-out bilingual ESL instruction with an ESL teacher or aide for approximately one hour each day. In addition, mainstream classroom teachers are provided with inservice staff development training designed to improve their skill and confidence in teaching the LEP students in their classrooms. In the Dearborn Public Schools, bilingual ESL teachers are now beginning to teach mainstream classrooms as well, so that teachers are not tracked careerwise.

The goals of the bilingual program, according to the school's Bilingual Compensatory Education Handbook, are: "To help bilingual students acquire proficiency in all English skills appropriate to their grade level; to help bilingual students understand their own cultural background and insure a measure of self-esteem during a period of social and cultural adjustment; and to help bilingual students understand other cultures and develop a solid ground for building relations among various ethnic groups in the community."

The bilingual education program has a Parent Advisory Committee on Bilingual Education (PAC) for parents of students in the program. The program continues to develop culturally appropriate ESL materials aimed at Arabic speaking students, funded by Title VII grants. They have also prepared an excellent 88-page manual titled, "Living in Dearborn: A Handbook for New Immigrants," funded by a Title VII grant. It is written in both English and Arabic, and covers topics such as governmental services (Police Department, Fire Department) and phone numbers, schools and school services (including how to interpret report cards), shopping, banking, public transportation, voting and citizenship, insurance, and U.S. social customs and holidays.

ACCESS, by collaborating with the Dearborn Public Schools and the bilingual education program to develop and provide programs to meet the needs of Arab American children and their families, has enabled the Arab American community in Dearborn to have greater involvement in their children's education. ACCESS and Dearborn Public Schools have collaborated to prepare numerous grants, and ACCESS provides supplemental services for

Arab American LEP students. ACCESS has also been influential in placing Arab Americans into positions of educational leadership within the Dearborn Public Schools, and has been able to build a stronger political base of support for the schools within the Arab community. The results of this collaboration benefit both the schools and the community, and ACCESS sees this as a model for how schools and communities can work together. Evidence of this collaboration's success is reflected in numerous successful ACCESS Dearborn Public School initiatives.

Learning Abilities Program (LAP)

The Learning Abilities Program (LAP) is an after-school homework and tutoring program for "children and youth who have learning- and language-related needs or who are affected academically by developmental delays." It was designed by Dr. Shereen Arraf, formerly director of education at ACCESS, and presently director of Bilingual Compensatory Education, Chapter I for Dearborn Public Schools. Rose Hassoun is presently the LAP coordinator.

The goals of LAP are to "maximize individuals' academic and intellectual potentials; enhance positive self-esteem, problem solving, and conflict resolution skills; promote a positive attitude toward school; enhance social competence and interpersonal skills; develop leadership skills in youth volunteers and participants; empower parent activities; and serve as liaison between schools and families for efficacy to services."

The program is held at two different sites, twice a week at each site. At the ACCESS East Center, tutoring sessions are held in two rooms with mostly Palestinian, Yemeni, and Lebanese students. At the ACCESS West Center, classes are held in one large room with mostly Yemenite students who tend to be more recent immigrants. Fridays are used as planning days, make-up days, and tutor training days. In each class, there is an average of 30 students with 10 to 15 tutors. Tutors and students work individually and in small groups, depending upon the needs of the students. The students' ages range from 7 to 15 years old. They are recommended to the program by their teachers, parents, and through other ACCESS programs. Students are usually at least one year behind their grade level. Most of the students are Arabic speakers with English as their second language, although there have been a few Spanish speaking students.

There are currently 25 volunteer tutors, half of whom are of Arab heritage. They are high school students, parents, college students, adult community members, older special education students (as peer tutors), and student teachers, including some specializing in bilingual and special education. In collaboration with the teacher certification program at the University of Michigan, Dearborn campus, student teachers can earn up to 10 hours of student teaching per week in LAP. Most tutors are not native Arabic speakers, and most of the tutoring takes place in English. There are always a few bilingual Arabic-English speakers available to translate whenever necessary.

While students are enrolled in LAP, the staff maintain regular contact with classroom teachers so both can monitor progress in each setting. Every student has his or her own individually designed program and keeps a portfolio with his or her progress chart, which is regularly updated. Positive reinforcement is used to encourage progress. LAP uses the Kaufman Achievement Test for base-

line data and retests students every six months. Students also bring in their school report cards so their LAP tutors can monitor their progress in school.

When students first arrive (around 3:30 p.m.), they take their assigned seats and begin doing homework with tutors. They usually stay until 6:30 p.m. in the winter, and until 7:00 p.m. in the spring, when it begins to get lighter outside. After they have completed their homework, they work in small reading groups; on games; or do other learning activities with their tutors using flashcards, games, books, and tapes. Among the approaches used are whole language, cooperative learning, and language experience approaches. For the most part, mainstream materials are used, with culturally appropriate components added to individual students' materials or during tutoring sessions through interpretation and use of culturally appropriate examples in exercises or learning activities by tutors.

Cultural appropriateness in this setting takes the form of substituting chickens or cats for pigs (or pork) or dogs in books or lessons, since references to pigs, pork, and dogs are offensive to many Arabs. It can also mean referring to traditional Arabic or Middle Eastern foods when foods are part of the lesson. Storybooks with Arab themes (1001 Nights), history, or other cultural references are used whenever possible to develop vocabulary and reading skills. The amount of culturally appropriate material used often depends upon the creativity and initiative of tutors in the program.

This program has operated for three years, the first year as a pilot program. Funding has been provided through federal grants, foundation grants, local community grants, and donations.

There is presently a waiting list of approximately 30 students. LAP staff believe that they could accommodate more students if they had more space and more tutors.

This program is promising because it addresses not only the needs of LEP students, but also those of LEP students who have additional needs that are often overlooked in ESL classes.

It is also promising because one of its goals is to "enhance the self esteem" of these students. Setting the tone is the program's title, Learning Abilities, rather than Learning Disabilities. Students are encouraged and praised for what they accomplish, and many are able to excel within this positive learning environment. Out of 60 students this year, 3 made the honor roll, and 8 graduated out of the program.

LAP also builds a pool of resources and a greater knowledge base for a teacher certification program. Student teachers gain invaluable cultural insight to Arab American students through their involvement with LAP. Other volunteer tutors act as positive and active community role models for young Arab American students (especially volunteers who are Arab American high school and college students, parents, and community members).

Innovative Programs for LEP Parents

The Dearborn Public Schools also have unique parent involvement needs. Through commitment and collaboration between the Department of Bilingual Compensatory Education and ACCESS, a Title VII grant was awarded to partially implement a parent involvement program in the district. A needs assessment was conducted in 1992 by the Bilingual Compensatory Education

Director, Dr. Shereen Arraf, to 1) examine the barriers that prevent minority parents, particularly Arab Americans, from getting involved in the schools' activities, and 2) identify the community's particular needs. Based on the survey results, a parent enrichment program was designed to assist in the acculturation process of new immigrants to the U.S. norms and traditions, and properly ensure active involvement of parents in their children's education.

The goals of the parent involvement program are to provide parental involvement activities that meet the needs of the target population; increase involvement by utilizing parents' strengths; improve the academic achievement and self esteem of LEP students; provide a pluralistic environment in schools; and strengthen community and school collaboration.

The program promotes effective communication between school and home through home visits and by preparing mainstream and bilingual teachers and assistants to meet the needs of linguistically diverse parents. Teachers are provided with intensive training to ensure adequate awareness of the impact of acculturation stressors and cultural shock on parental participation. The bilingual staff communicate with parents in their home language and mediate their interactions with monolingual teachers. Advance planning of parent meetings and parent education enrichment sessions facilitates effective collaboration between school and home.

The program also works to strengthen the family structure as a positive support for schools by addressing the literacy needs of both parents and children. Parents are invited to the classrooms to participate in "hands on" and "minds on" activities with their children. The widely known "Family Math and Family Science" curriculum has been translated into Arabic and is utilized to maximize parental participation. The curriculum has been adapted to the Arab American culture by incorporating culturally relevant activities and has created interest among the LEP immigrant parents since it can be implemented at home with minimal preparation time.

As a result of the parent involvement program, parents have become more actively involved in classrooms as volunteers, tutors, role models, and decision makers. Parent involvement has positively affected the LEP students' achievement levels and self-esteem. Parents, through their increased involvement in setting school policies and implementing school improvement plans, have become powerful catalysts for effective systemic change in the educational system, and active partners in the improvement of their children's educational potential.

Other Collaborations between ACCESS and the Dearborn Public Schools

ACCESS and the Dearborn Public Schools will broadcast a local public access bilingual TV program for parent enrichment aimed at Arabic speaking LEP parents. They plan to produce a public access TV program of "parent talks" discussing different issues relevant to LEP parents of different age groups. For example, they may have a program discussing who is considered "at-risk" in high school, and what interventions are most effective for them.

The Dearborn Public Schools are also conducting a district-wide Summer Academic Enrichment Program in partnership with ACCESS and local businesses aimed at serving the needs of students who are LEP and at least one

year behind age group. It is aimed at a cross-cultural, ethnically diverse student population. It will be a six week summer program, meeting five days per week. It will stress academic skills such as reading, math, and science. It will include 30 to 40 youth leaders from throughout the Dearborn Public School system and 2 facilitators for the youth program. The youth leaders are students who have taken on leadership positions within school organizations or activities. They are recommended by their teachers, school counselors, and occasionally, community organizations. The youth leaders jointly report to ACCESS and the Dearborn Public Schools Bilingual Department.

The Summer Academic Enrichment Program will serve 250 LEP youth, and will serve language groups as well. The program includes a range of methods including tutoring, inter-ethnic discussions, and art projects. It will use area resources such as the zoo, science centers, Cranbrook Academy (a school for the arts and music), and leadership skills training sessions for youth leaders, which will include mentoring, conflict resolution, and a Big Brother Big Sister approach.

Other collaborative efforts include the ACCESS Teen Health Clinic, which provides health assessment in schools for all students up to age 18. ACCESS staffs and secures funding for the clinic. The staff is bilingual (Arabic and English) and sensitive to ways of dealing with issues or situations that could cause conflicts within Arab families (e.g., birth control, teen pregnancy, sexually transmitted diseases (STDs), etc.).

In addition, in collaboration with Wayne State University, ACCESS and the Dearborn Public Schools have created a Title VII pilot program to train 30 high school and 15 junior high school students in conflict resolution techniques. Based on the model developed by the Martin Luther King Jr. Center in Atlanta, Georgia, students are trained to become peer mediators and trainers.

Finally, ACCESS and the Dearborn Public Schools Bilingual Education Department have collaborated to create and provide in-service teacher training on various aspects of cultural competency.

This type of collaboration between ACCESS and the Dearborn Public Schools is relatively new. According to Ismail Ahmed, Executive Director of ACCESS, this cooperative relationship has been the result of several years of work and is due to many factors. For instance, through various Arab American networks, ACCESS has been able to spread the word about professional job openings to a growing number of well qualified Arab Americans. Many have lived outside of the community and returned, choosing to work with and in the Arab community. Hence, community collaboration with the Dearborn Public Schools has developed from both inside and outside the school system.

For example, the present director of the bilingual education program in the Dearborn Public Schools is an Arab American woman, Dr. Shereen Arraf. She is the former director of education at ACCESS. This position was previously held by Dr. Wogeh Saad who left the position to become the first Arab American principal in the system at Salina Elementary School. Salina School is located in the oldest Arab neighborhood, an area that is considered the entry point for many of the most recent Arab immigrants. As a result, Salina has a high concentration of Arab bilingual and ESL students. There is also an Arab American associate superintendent of the Dearborn Public Schools. ACCESS was instrumental in encouraging the school district to fill administrative positions with qualified people from the community.

Another reason that the collaboration works well is that the superintendent is committed to working with the Arab American community. In addition to being a champion of bilingual education despite political resistance from the mainstream community, he has been a strong ally to Arab students since he became superintendent three years ago. This support is important because during times of national stress such as the Persian Gulf War and, most recently, the World Trade Center bombings, incidents of open hostility toward Arabs become more frequent, and carry over into the schoolyard. Some Arab children are harassed by mainstream children, and may receive harsher disciplinary action from teachers. One incident, involving the escalation of a shoving match between a white child and an Arab child, occurred just as the superintendent came into the district. The Arab child was expelled without a hearing and the Arab community protested. The new superintendent held a hearing and, once all the parties were heard, switched the disciplinary action to a suspension. This established his credibility as a supporter of the Arab community.

A third factor that contributes to the success of the collaboration is ACCESS' ability to counter resistance in the mainstream community. Traditionally, much of the resistance towards Arabs has involved economic competition for jobs. Arabs have been successful in establishing businesses and revitalizing downtown areas, but with mostly Arab-oriented businesses. Yet a fair amount of resistance has also been directed by the mainstream community toward bilingual education. Despite this, ACCESS was instrumental in rallying the Arab American community to vote for a local school tax measure. Resistance to school tax increases is based on the common misperception that all the monies will go to bilingual education programs that will benefit Arab students only. However, the reality is that lesser resources result in fewer student enrichment programs such as band, orchestra, and art programs.

Finally, the administrative staff of the Dearborn Public Schools feel that they greatly benefit from their alliance with ACCESS, and ACCESS feels that they gain from collaboration with the school system. Both believe that the real benefactors of this collaboration are all the children within the system. Although they caution that this sort of relationship requires lots of continuous work and communication, and is not a quick fix or short term solution, they agree that this kind of collaborative relationship is a satisfying, as well as effective, way to improve a school system.

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Las Mujeres Hispanas

Kansas City, Missouri

Las Mujeres Hispanas, a support group for mothers who are survivors of domestic violence, demonstrates the importance of including trusted individuals from immigrant communities on school staff.

Las Mujeres Hispanas also reflects the value of supporting students' learning at school by offering support and intervention for certain home and community situations, including domestic violence.

The most effective interventions usually are undertaken in close collaboration with families and community leaders.

Kansas City is located on the northwest border between Missouri and Kansas on hills overlooking the Missouri River. The demographics of the city's population are changing rapidly. The changes are especially apparent among school-age children. In 1989-90, there were 655 applicants processed to enroll in English as a Second Language (ESL) programs, with 435 actually enrolling. Three years later, in 1992-93, there were 1023 applicants processed, with 816 finally enrolling.

Marguerite Martinez, the dedicated and resourceful Coordinator of the Kansas City Public Schools Bilingual/ESL Program, notes that the recent immigrant population is more regionally, linguistically, culturally, and racially diverse than ever before. It includes Ethiopians, Somalians, Iranians, Iraqis, Russians, Armenians, Cambodians, Vietnamese, and Haitians, as well as Guatemalans and Mexicans, among others. Marguerite points out that "immigrant family" is a fuzzy concept. Many immigrant families include both children born outside the U.S. and children born here. There are also a number of undocumented families. Kansas City Public Schools recognizes the right of all children to an education, regardless of immigrant status.

The Latino population, which primarily consists of Mexican/Mexican Americans, as well as Cubans, Guatemalans, Nicaraguans, Puerto Ricans, and Salvadorans, has grown rapidly. In recent years, immigrant families increasingly are drawn to mid-sized Midwestern cities like Kansas City based on their perception that the social environment is more tranquil and safe than in major or coastal cities. This perception has also begun to draw immigrant families who originally settled in coastal areas.

Las Mujeres Hispanas (Hispanic Mothers) first met in September 1992 as a support group for Latina mothers to address their social and cultural isolation. Their isolation meant, among other things, a lack of access to resources, including public resources, and little involvement in their children's schooling. Ana Avila, a Latina social worker and therapist based at Don Bosco Mental Health Services in Kansas City, Missouri, first organized the group.

The majority of the mothers were referred by Susana Sewell, the Latino Community Liaison for Kansas City Public Schools Bilingual/ESL Services. Most of the women did not speak English. Most were not working. All of them, as

soon emerged in the group discussions, lived with physical abuse by their male partners. Two months after the group first met, the women redefined it as a support group for survivors of battering.

Ana and Susana collaborated closely from the outset. Susana, a trained social worker licensed to practice in Mexico, serves as community liaison across the school district. She works out of a tiny office at Northeast Middle School. Warm and gentle, Susana explains that the closet-size office is her choice, given the choice of a larger space at another school. She wishes to remain based at Northeast Middle School. As the name suggests, the school is located in the northeast part of Kansas City, serving a large and growing local Latino student population. Susana has developed her role and involvement in both the school and community well beyond the bounds of a standard "bilingual community liaison."

Susana feels strongly that middle school is a key site both in school districts and in children's lives. It is a site that many funders, administrators, policy makers, and program designers tend to overlook. She points out that middle school students today are children confronting adult choices and dilemmas. Moreover, middle schools are generally less supportive of students with limited formal schooling or limited English proficiency.

Immigrant students who enter middle school face an enormous challenge in terms of catching up academically. While they have more content to cover than immigrant students entering elementary school, teachers and administrators often assume that these students can "catch up" without special support or programs. Programs for students with low literacy or little former schooling offered to high school students generally are not offered at the middle school level. Marguerite Martinez notes that an increasing number of Latino immigrant students, due to economic, social, and political instability in their countries of origin, have little or no formal schooling.

Along with academic issues, middle school students face a host of developmental "adolescent" issues. Marguerite points out that since a large number of students, particularly immigrant students, never make it to high school, generally, high school is not the site to reach young people with the greatest need. Hence, Susana situates herself in a middle school in the part of the school district with the highest concentration of Latino students in order to maximize her availability to students, teachers, and parents.

Susana's accessibility, as well as her bilingual/bicultural understandings, ultimately contributed to the formation of *Las Mujeres Hispanas*. Teachers came to Susana with questions or concerns about particular students due to a student's declining academic performance, absenteeism, outbursts, bruises, or stories. Susana met with individual students. Other students began to wander into her office looking for answers or comfort. Sometimes they would come in and sit silently, not ready to talk. When they did talk, often the stories were of economic stress, cultural isolation, and family violence.

In several cases, Susana phoned mothers to inquire about their welfare. Usually the mothers talked and Susana listened. Susana helped mothers access free clothing and health care. She helped some women locate work. Mothers began to contact Susana. She referred mothers whom she felt needed therapeutic counseling to Ana Avila. Ana counseled the women individually, but also decided to start a support group, since social and cultural isolation were one of the mothers' common issues. Thus began *Las Mujeres*.

Las Mujeres meets once a week, primarily as a support group. The women offer each other insight and advice as they share current concerns. The meetings are conducted in Spanish. The primary goal of Las Mujeres is to develop mothers' 1) understanding of the "cycle of violence," 2) sense that abuse is not "a woman's lot in life," and 3) expanded sense of their choices in life. These realizations can be quite challenging. One of the mothers in the group has lived with abuse by her partner for 24 years.

Susana emphasizes that violence against women in families is not confined to the Latino community or Latino men—it exists in every community. Several women in Las Mujeres were living with non-Latino abusive partners. Fear of deportation is one factor that can keep a woman in an abusive situation. Susana has observed that violence against women in families tends to increase in times of economic hardship and male underemployment.

Guest speakers discuss with the mothers a range of concerns, including mental health (what it means); marital issues (communication, roles, violence); cultural issues (values, customs, acculturation, discrimination); parenting practices; child abuse and neglect; substance abuse; and sex education.

The women in Las Mujeres have supported each other in making important changes in their lives that have significant implications for both themselves and their children. Positive change can have negative short term outcomes, and the group's support has been important for women in transition. For example, women and their children have become homeless when the mother left an abusing partner. Las Mujeres has assisted mothers with accessing resources and finding permanent housing throughout the transition process.

One mother and her five children moved from shelter to shelter for nine months before they found affordable permanent housing. Another mother, who had lived with abuse for seven years, took months to decide to leave her abuser. She finally entered a shelter with her children, joined an ESL class, and now is enrolled in a pre-nursing program in a community college, hoping to transfer credits from the nursing program she attended in her home country where she was a licensed nurse.

Today, all but one of the mothers are enrolled in English classes. Most of the women now work—some are self employed and others work primarily in service sector jobs. Some of the mothers have left their abusers; some are in counseling with their partners; some have made small changes while they consider their options. Since most of the women work, scheduling a meeting time for Las Mujeres has become a challenge.

For Susana, the significance of Las Mujeres is serving student needs and issues through addressing family needs and issues. Susana is confronted daily with the toll that physical abuse of mothers takes on children. It engenders emotional and mental stress, and a sense of insecurity. It often results in parents' neglect or deprivation of such basic child needs as regular meals, adequate sleep, personal hygiene, and clean, sufficient clothing. Abuse of the mother often extends to verbal or physical abuse of the children. Susana tells of the personal anguish of one student who, in desperation, physically defended his mother against his father. She mentions several students who have considered or attempted suicide.

The perceptible effects of family violence on children can include poor concentration in class due to hunger, poor nutrition, or lack of sleep; absenteeism; bruises or other marks on the face and body; broken bones; and

behavior issues that range from depressed withdrawal to restlessness, from emotional outbursts to running away from home.

Las Mujeres is an important piece in a multi-dimensional effort to support students and their families that involves several other important projects in addition to the mothers' support group. Family counseling can play a meaningful role. When possible, Susana supports families staying together. Family counseling, which generally is counseling for parents, addresses employment and economic issues, as well as interpersonal dynamics. Outreach to families is often initiated on the basis of a student's struggle in school or confiding in Susana.

Another piece that plays a critical role in supporting families is the Hispanic Parent Association. The Parent Association meets weekly throughout the year. In the case of two-parent families, both parents are urged to attend. Susana telephones families before each meeting to make sure that both parents will attend. In this way, the Parent Association reaches fathers, as well as mothers, regarding a variety of issues and concerns. Some of the issues pertain to schooling and parents' roles in supporting and advocating for their children in a U.S. school. Other issues touch on current concerns, such as AIDS and substance abuse. Every two weeks, an "institute" consisting of a workshop, seminar, or lecture is offered.

In the fall, parents share their concerns and define the agenda for institutes. Topics covered last year included substance abuse and how to detect it; bilingual services for students and parents in the school district; teenagers and sexual activity; HIV/AIDS; homework and how to support children's academic success; cross-cultural issues and acculturation for Latinos in the U.S.; violence against women and children; and taxes. Guest speakers from local hospitals, social service agencies, the school district, and the private sector present seminars for parents in Spanish or with Spanish translation. Parents also discuss and organize around education issues relevant to their children and communities, such as student services for bilingual students.

A third important piece is staff development in schools. Susana and the Bilingual ESL Program Coordinator, Marguerite Martinez, note the importance of school staff awareness of family situations in order to support students. Susana organizes talks and workshops for teachers and administrators to sensitize and inform them about issues that Latino students and families face, including violence against women and children. The importance of working with the Latino community to address issues like family violence is emphasized. When necessary, Susana mediates between families and teachers, not only to translate languages, but to help interpret cultures as well. She finds that this process not only builds important understanding and relationships between teachers and parents, but facilitates the self-empowerment of both teachers and parents that eventually benefits students.

The ultimate goal of Las Mujeres, as well as family counseling, the Hispanic Parent Association, and school staff development is threefold: to strengthen families in Latino communities; to increase Latino parent involvement in their children's schooling; and to strengthen Latino communities by building networks and heightening adult awareness of issues and options. The success of Las Mujeres speaks to the essential need for school involvement in, and participation from, local communities, and for the key involvement of individuals from those communities in developing and delivering school-related services and programs for immigrant students and their families.

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Backpack Literacy

Sunnyside, Washington

The Backpack Literacy program in Sunnyside, Washington demystifies school materials in a home setting. Carrying home backpacks filled with books, tapes, and other materials, primary grade students engage parents and younger, preschool siblings in different aspects of the learning process. Through Backpack Literacy, participants increase their English vocabulary and language skills, and school materials become familiar to families, facilitating greater home-school interactions.

The Sunnyside School District is a rural school district located in the Lower Yakima Valley of south central Washington state. The Sunnyside area, like other parts of Lower Yakima Valley, is a major agricultural region, and relies heavily upon Latino migrant farm workers who have been coming to Washington state since the turn of the century. Over the years, a growing community of Latinos have settled in the Lower Yakima Valley and they now comprise the largest non-Anglo population in the region.

As of the 1992-93 school year, there are 4,558 students in Sunnyside School District: 65 percent Latino, 31 percent White, and 1 percent other—Native American, African American, Asian Pacific Islander. Sunnyside School District's bilingual program is designed to serve the primarily Spanish speaking, limited English proficient (LEP) population.

The district has pulled in a variety of resources to help serve the needs of their mostly bilingual student population. The current superintendent has been there for one year. Since his arrival, he has continued a number of new programs, most in collaboration with Latino community organizations, such as the Washington State Migrant Council and the Migrant Child Institute. He also continues his district's involvement in a consortium of superintendents of five school districts in the Lower Yakima Valley. The purpose of the consortium is to network and share ideas and strategies about policy, curriculum, and alternative programs for their student populations, which are on average 50 percent to 90 percent Latino. The assistant superintendent of the Sunnyside School District is Latino and maintains strong community ties. In addition, Sunnyside School District has a very active group of approximately 300 volunteers including parents and other community members who perform a wide range of tasks, from assisting in classrooms to working on the district's Strategic Plan.

The Strategic Plan was produced three years ago by a team of school board members, teachers, community members and educational activists, and the superintendent. The Strategic Plan, "a blueprint for Sunnyside School District's future," outlines their goals and objectives for the years 1991 through 1998. During the planning process, the team identified eight areas that needed to be addressed: student achievement, communication, funding, at-risk students, dropouts, student discipline, vocational skills, and personnel. For example,

under "communication," they state, "We will develop a program that will increase the interaction/involvement between the district, parents, and community (through conferences, home visits, the use of Spanish language, etc.)."

To meet some of the objectives of these eight areas, they began to examine which of the students' needs were not being met, and to consider programs to address these needs. The superintendent at the time had seen a study concluding that students who are well prepared to enter kindergarten with an English vocabulary of at least 4,000 words tend to perform better throughout their schooling. Sunnyside School District does not have a pre-kindergarten program for mainstream students (although there is one for special education students) and many of the students entering kindergarten have had limited exposure to English language skills at home.

This year, the district initiated the Backpack Literacy Program to provide an English language boost to preschool siblings of early elementary students. Kindergarten, first, and second grade bilingual students are given a colorful backpack filled with books, tapes, and other materials. They then take them home and work with their younger prekindergarten siblings to develop their English vocabulary. The students learn by teaching their younger siblings; their parents benefit from assisting the older children to teach; and the younger siblings learn valuable prereading and vocabulary building skills.

The materials are developed by a team of volunteer teachers. The project is funded by a state "Readiness to Learn" grant. Students are recommended by their teachers for participation in the program. Teachers look for students with younger siblings at home and parents who are willing to be involved. At the beginning of the school year, the district holds a training session to teach the students how to use the materials to work with their younger siblings. They use tape recorders, picture books, and other materials. At the end of the program, the students return the backpacks and materials so that other students may use them.

The benefits go beyond increasing the English vocabulary of LEP pre-kindergarten students. Parents who may be limited English proficient have also gotten involved in the vocabulary building process. Some parents have said that they have been inspired by seeing the older children teach the younger children, and looked into adult English as a Second Language (ESL) programs. They also report that the increased contact between the younger and older children as a learning team has been good for the family. And the older children are proud that they can teach their younger siblings new words and share some of their school experiences with them.

Since this is the first year, the results of the program on the tested skills of kindergarten students are still unknown. However, by next year there should be some results available from the school district. The superintendent feels that this program can easily be replicated in any school district at very little cost. For example, local businesses may be willing to donate backpacks and books.

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Families Learning Together

Baytown, Texas

Families Learning Together is a library-based, family literacy program that serves the families of George W. Carver Elementary students in Baytown, Texas. Immigrant parents participate in lessons that integrate English as a Second Language instruction with learning about school procedures and documentation, parents' rights and responsibilities, as well as family and student issues in the U.S. context. Using a variety of classroom- and home-based activities, Families Learning Together enhances those skills and abilities parents need in order to support their children's education in U.S. public schools.

Denise Fischer, Assistant Librarian at Sterling Municipal Library, and Jay Stailey, Principal of the George W. Carver Elementary School, are both familiar with research findings about illiteracy. And they both know that in order to prevent the problem from becoming more widespread, it is necessary to find strategies to integrate learning into the lives of low literacy parents and thus provide a context for developing literacy in their children.

Assistant Librarian Fischer and Principal Stailey are also familiar with the need to address illiteracy in their small community of Baytown, Texas. Baytown, a small coastal city southeast of Houston, is perhaps best known for the oil refineries that dot its shoreline. These refineries attract a steady flow of job seekers, including immigrants and their families, many of whom are from Mexico, and who often lack both Spanish and English language literacy skills. Librarian Fischer has come to know these families through a literacy program that her library runs and operates at one of the refineries; Principal Stailey knows them through their children, many of whom attend his school.

Together, by combining their resources and commitment, they have been able to take their familiarity with the issue of illiteracy in their community and meet the challenge that it presents with a simple, yet effective family literacy program for immigrant parents and their children. With the help of the United Way of Baytown and dozens of volunteers, the Sterling Municipal Library and the George W. Carver Elementary School have developed a program where the idea of families learning together is not just an ideal, but a growing reality.

The Families Learning Together program focuses on increasing the English oral and reading proficiencies of parents who have limited skills in English. It is highly structured and uses materials appropriate for fulfilling the goals of parents who wish to help their children academically. The program, which recently completed its first full year of operation and targets parents of Carver Elementary School students, consists of two components. The first component, Families Learning Together (FLT), is for parents with limited or no English literacy skills. FLT offers both beginning and intermediate classes. The second

component, Families Reading Together (FRT) is for parents with more advanced English literacy skills, usually those reading at a second or third grade level.

Typically, a Carver parent is referred to the program through the school's Chapter I services. Carver's Chapter I parent educator acts as a bridge between the school and the library. Upon completing the FLT component, parents advance to the FRT level. After mastering a beginner level of English literacy, many parents then volunteer their time to the school's Chapter I program and encourage other parents to join the Families Learning Together program. During the most recent school year, the Families Learning Together program served 52 parents and 125 children.

Parents participating in both the FLT and FRT components attend classes at the Carver School two afternoons per week from 3:30 to 5:30, for a total of 35 weeks. For 60 minutes per session, parents receive English as a Second Language (ESL) instruction from a paid, certified ESL teacher. One parent reports that she likes the lessons in spelling, phonics, grammar, and "parent topics" because "I learn how to spell the words...the sounds of the letters... how to write...and about things that are very helpful [e.g., immunization information]." Parents may also reinforce their literacy skills through the school's computer lab and ESL software. Since not all parents enter the program with the same goal, the program remains flexible and, where possible, is tailored to the individual needs of the parents.

For most parents, however, the lessons and curriculum include materials from the school. Parents are taught to read and understand school communications and data sheets, and, with the use of role plays, how to communicate and interact with school personnel. Parents are also instructed on how to help their children with their homework, spelling tests, and worksheets. Parents are taught the skills necessary to communicate the importance of academics to their children, and how to communicate and interact with school personnel. Topics that are of particular importance to immigrant parents (e.g., the American and Texas educational systems) and parents of school-age children (e.g., immunizations) are also discussed.

While the parents are in class, so are their children. Tutorial services for the children are coordinated with the YMCA, which contacts high school service organizations, recruits staff and volunteers, and provides training, focusing on the behavioral and recreational aspects found in the children's curriculum. The YMCA is also instrumental in selecting and ordering the children's materials. Although the program utilizes paid child care instructors, it relies heavily on volunteers. The volunteers, many of whom are college-bound high school students of Latino heritage, engage the participants' children in a variety of learning activities and provide small group tutoring, homework assistance, craft activities for younger children, and one-to-one tutoring. One parent noted, "I really like how the volunteers take care of my daughter and how they teach good things to her," while another commented, "I like the students helping my child with his homework."

For the last hour of each class session, parents and their children are brought together to read. Each week after their first session, parents and their children visit the bookmobile, while after the second session, they visit the library. Parents are encouraged to take liberal advantage of the many English and Spanish language books available to them.

Although still relatively young, the Families Learning Together program has demonstrated success. Participating parents, most of whom were non-

English readers, have increased their English reading comprehension by an average of one grade level, and their spoken English language skills by an average of one level of proficiency. Parents have also become more active in their children's education—attending teacher conferences, volunteering at the school, and participating in PTO activities. They have also become more engaged in the community, accessing health and recreational services, attending special library programs, and registering to vote. In addition, parents have formed relationships with other parents, supporting each other in educational, parental, and community involvement endeavors. Parents who previously felt isolated due to their lack of English language skills are now more actively involved in the community.

Participating students have also shown progress as a result of their involvement in the program. Classroom teachers at the Carver Elementary School report that the children in the Families Learning Together program have shown improved class participation and gained greater interest in reading, while the school's principal, Jay Stailey, reports that the children are getting better grades. Similarly, the tutors have noted that the children have increased their participation in academic activities and show more interest in pleasure reading.

Finally, the nature of activities between parents and their children has changed, with parents becoming more directly involved in their children's education. Parents have read more than 3,200 books with their children since the program's inception. In addition, the children report that they are enjoying their parents' active role in helping them with their school work, and that they are proud of their parents for learning English.

The Families Learning Together program is a simple program. It is also an inexpensive one. Nearly three quarters of the entire operating budget are derived from in-kind contributions from the Sterling Municipal Library and the Carver Elementary School. The remaining support needed to fund the program as outlined above amounts to less than \$15.00 per person, per month. As Strickland Gillian eloquently notes in the poem "The Reading Mother," it is not how much you money spend that's important, but rather what you pay for:

*You may have tangible wealth untold
Caskets of jewels and coffers of gold
Richer than I you can never be
I had a mother who read to me.*

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FLASH (Family Literacy at School and Home)

Dade County, Florida

The Family Literacy at School and Home (FLASH) program is a family literacy program designed to address many of the unique needs of immigrant families. The primary objective of FLASH is to improve the English literacy skills and language proficiency of limited English proficient parents and their school-age children. By integrating language instruction with civic-oriented lessons, FLASH also works to teach parents their rights and responsibilities as they relate to their children's education, and support their development as active participants in both the school and larger community.

The FLASH program presently is based in Dade County, Florida. A project of Florida International University's College of Education, FLASH is funded through the U.S. Office of Bilingual Education and Minority Language Affairs (OBEMILA) for three years (1992 to 1995). Prior to FLASH, a similar program titled FELASI or "Family English Literacy: Adult Sheltered Instruction" addressed the literacy needs of immigrant parents in Dade County.

The Kenlock Elementary School, which has a large Latino population and a smaller but significant Haitian population, is one of several FLASH sites in the county. Offering services to both native Spanish and native Kreyol speakers, the program accommodates varying levels of literacy and English proficiency, and provides 70 hours of instruction per cycle. Classes are held at the Kenlock School four evenings per week. As parents move through the program's levels at their own pace, teacher aides provide participants' children with homework assistance in another area of the school building.

The FLASH program combines a variety of instructional methods with a focus on "synthesizing affective language acquisition theories with techniques designed to increase the learning potential of students." At the core of the FLASH program is an English as a Second Language (ESL) approach to second language acquisition. Other strategies for supporting English literacy and proficiency include role play, dialogues, cooperative learning, and interactive learning.

These instructional strategies, when combined with the program's civics curriculum, contribute to the development of parents as active participants in their children's education. Dialogues and role plays, for example, are used to help immigrant parents acquire the skills and vocabulary necessary for meaningful communication between school and home. A dialogue may address how to meet with a child's teacher and discuss the child's progress in the classroom. Various administrative forms used in the Dade County school system, such as permission slips, are also reviewed and explained to parents so that they may develop the specific competency necessary to complete them.

The civics curriculum also instructs parents on how to access and effectively use a variety of community resources and services. Using a combination of social language and academic materials, parents are taught how to use the U.S. system of banking, for example, including how to use a checkbook and automatic teller machine (ATM).

Broader societal issues are also presented and discussed with parents, enabling them to participate more fully in American society. For example, one civic lesson focuses on the environment and addresses concerns such as pollution.

At the end of each lesson, parents and their children are reunited and assigned a project to complete together to reinforce the evening's lesson(s). Whether through language or art, parents and children are encouraged to demonstrate their new learning by drawing upon each other's abilities and strengths. Parents are encouraged to engage in these types of parent-child interactive learning activities at home.

The strength of the FLASH program lies in both its staff and its curriculum. FLASH instructors receive 6 to 10 hours of training conducted under the auspices of Florida International University's College of Education. At the Kenlock School, bilingual teachers who teach at the school during the day conduct the FLASH lessons, while bilingual teacher aides assist the participants' children with their homework. The involvement of the school's teachers enables parents to become more familiar and involved with the school simply by participating in the program. In addition, FLASH gives parents an opportunity to learn about their child's school and teachers gradually, without becoming overwhelmed. Lessons relating to teacher-parent communication, school forms, and parent involvement are also more meaningful to parents because the lessons are being taught by teachers from their children's school.

FLASH's curriculum is also a program strength. Developed by project staff at Florida International University's College of Education, the FLASH curriculum guide is adaptable to any language or culture, and lays out a competency-based ESL curriculum that includes sections on parenting, academic involvement, and civics (beginning, intermediate, and advanced). Recently, the director of FLASH was approached by a major publisher of educational materials to discuss the future of the FLASH program.

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Educating for a Diverse World: Innovative Educator Training and Professional Development

6



N*ew conceptions of learners and learning; a growing commitment to family and community involvement in young people's school learning; new visions of what schools should be and do; and the rapidly changing demographic composition of classrooms across the country pose important questions about the role of teachers, and teacher preparation and professional development. Are teachers prepared not only to teach in the schools of tomorrow, but to bring those schools into being, as well? The programs and practices profiled in this chapter represent a range of issues and strategies to address the need for educators to be prepared to educate children for a diverse world.*

Yes, I have weaknesses. So do all teachers. But where I am weak, Ms. Lopez-Martinez is strong, and vice versa. We complement each other.

Alicia King,
George W. Carver
Elementary School,
Baytown, Texas (1993)

Education reform focusing on schools as the meaningful site of change assumes the critical role of teachers and administrators in that change. Staff empowerment and team or community building in schools has highlighted the need to rethink roles and redefine responsibilities. At the same time, reform advocates have begun to realize that restructuring schools is necessary but not sufficient for better teaching and richer learning in classrooms.

New and different kinds of teachers are essential in educational contexts characterized by change. The rapidly evolving demographics of school classrooms require redesigning the role of the teacher; providing for continuous professional growth from preservice preparation to professional development opportunities; and recruiting and retaining educators from diverse backgrounds. Demographic projections indicate that in the early decades of the next century, thirty or so years from now, the majority of students in public school will be students of color or bilingual students. Yet, the pool of teachers of color is shrinking.

Teachers must be able to teach "to" and "from" their students' diverse experiences. They need to have a repertoire of approaches that upholds high expectations for all students, while affirming differences among students. They need to be knowledgeable about issues of acculturation and second language acquisition. Teachers must be equipped with the knowledge and skills to teach with multicultural materials that reflect a diversity of experiences and perspectives and include historically underrepresented voices. They must be able to establish the classroom as a safe place to explore issues of difference and prejudice.

The movement for standards and the reality of diversity often present conflicting pressures and demands on teachers. Constituencies concerned with standards require teachers to exhibit certain kinds of competencies and to produce measurable results (e.g. higher test scores). These requirements generally constrain the kinds of innovation and flexibility necessary for effective teaching in increasingly diverse classrooms.

Other constituencies, including advocates of multicultural education, are concerned with increasing the representation of diverse experiences and perspectives in school curricula and teaching approaches. From these constituencies there is both pressure and support for new kinds of teachers to enter school systems and for experienced teachers to develop new knowledge and approaches.

In this time of tremendous change at the school level, several issues in particular pose special challenges for novice and experienced educators, alike. First, the emphasis on shared decision making and the important role of teachers beyond their classrooms requires skills in team work, collaborative leadership, and knowledge about education issues. These kinds of skills and knowledge traditionally have not been central to teachers' professional lives. Equally important, as school staff become more diverse, it is imperative for school-based educators to have the capacity to work together across differences of race and ethnicity, as well as other kinds of difference. This capacity is essential for strong, productive professional relationships with colleagues, as well as with their students.

Second, schools and school change must reflect broader and deeper developments in society. Teachers must be prepared for evolving classrooms. As noted here many times, the demographics of cities and towns across the United States will continue to change. The change will be more rapid and

dramatic in some places than others. Secondary migration from coastal areas and major metropolitan areas makes it likely that most teachers in the U.S. will work with immigrant students at some point in their careers. The recent trend to integrate both special needs students and bilingual students into mainstream classes for at least part of the school day challenges all teachers to become more knowledgeable about students' different needs. This trend also means they must become versatile in their approach to learners.

Third, the emphasis in education reform on greater involvement of families and communities in schools requires teachers to work well with individuals and groups from a variety of cultural backgrounds and communities. Innovative approaches to staff development can help build relationships and close the gap between school-based educators and communities.

Fourth, as schools forge linkages with health and social service entities to strengthen the support network for students and their families, and as cognitive and psychological assessments become more holistic (teachers will have an expanded role in evaluation and intervention), teachers will need to develop new areas of understanding and expertise. Teaching is a profession that will require lifelong learning and personal capacity for endless growth.

Contemporary Currents

This chapter includes practices that represent two important concerns that shape new approaches to prepare teachers for their work, not only early in their careers, but throughout their professional lives: teachers as reflective practitioners and teaching to diversity.

Reflective Practice

Teacher education in the context of school change

The concept of reflective practice, which essentially refers to observing and thinking critically about oneself at work, increasingly is considered an essential piece in educators' professional lives. It is also a helpful notion as educators rethink their roles and develop their capacity to grow and change in response to their students, namely, starting with the learner. Teacher journals and teacher as researcher projects are important ways that teachers can become more thoughtful about their approach to teaching.

The concept of teachers as researchers is based on the belief that teachers are strategically positioned to observe learning and teaching. What they find in their research is as valuable to them for their own practice as it is to others. Programs for teachers as researchers encourage teachers to become familiar with current theories about teaching and learning to enrich their practice. The concept of teacher as researcher also encourages teachers to develop their own theories about their teaching and their students based on what they experience and observe in their own classrooms. Experience shows that teachers who are reflective practitioners grow professionally and improve their practice. They also generate new knowledge about teaching and learning that is useful for other educators.

Historically, teacher education has had only a tenuous connection to school needs. Today, in part because the wide gap between school needs

and teacher preparation, teacher education programs increasingly are developing closer relationships with local school districts. These teacher education programs involve mentoring and long-term projects, including teacher as researcher programs for educators. Teachers are asked to be conscious and critical of their own practice. In observing their students, they learn from their students about how they learn. This process is vital for mainstream teachers who have immigrant students in their classes. It also is valuable for bilingual and English as a Second Language (ESL) teachers who need to explore new ways to reach and engage their students.

Mentoring programs, in order to be effective, need to be well designed rather than simply a pairing of teachers. Generally, mentors should be experienced and innovative teachers. They also should be individuals who are able to support the professional growth of a novice colleague. Mentors need training, particularly to provide support on issues other than classroom management; time during the day for observations and meetings; and regular gatherings with other mentors to share ideas and experiences.

The **Teachers Need Teachers (TNT)** program in San Antonio, Texas and **Descubriendo La Lectura** program in Tucson, Arizona demonstrate how well-designed mentoring programs can play an important role in developing teachers as researchers, as well as serving other important purposes. Skillful mentor teachers can help novice teachers become reflective practitioners by modeling: 1) important kinds of questions to ask; 2) observation techniques/use of observations as a source of vital data; and 3) adjustment of teaching approaches on the basis of the data.

As both programs illustrate, mentoring provides important support and resources for novice teachers to ease their transition into the classroom and minimize the attrition rate among new teachers, particularly in the case of bilingual or bicultural novice teachers. Both programs also reflect a growing trend of partnerships between universities and schools.

Beyond Tolerance

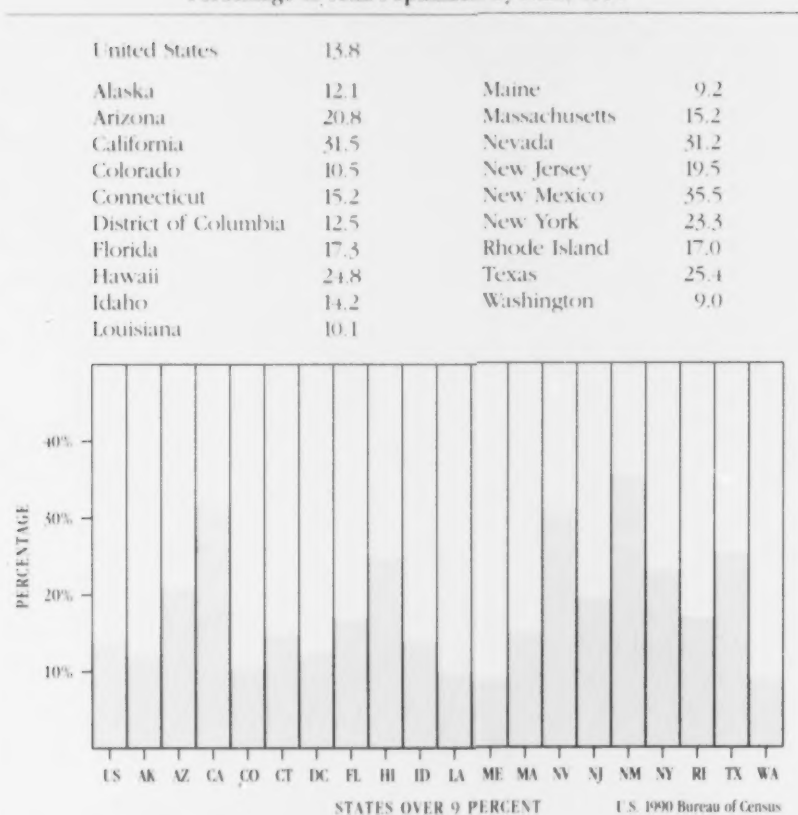
Teachers in the context of a changing world

Prospective, novice, and experienced teachers alike often feel challenged by diversity in two particular ways. First, they frequently are confused by their own desire to approach students as unique individuals *and* to serve them equally well. Second, many educators who appreciate issues of diversity as important social concerns find it challenging to translate their understandings into more effective classroom teaching.

The demographics of classrooms and communities in the U.S. will continue to change rapidly. And, the interdependence among nations and regions will deepen on a global scale. The need for teacher training and professional development that address cultural difference is immediate. Two challenges that many teachers already face are to develop a greater understanding of all kinds of difference and greater versatility as professionals.

As the number of bilingual students increases in rural areas, creative solutions are needed to provide educators in those districts with professional development and support to serve these student populations. At the same time, educators in contexts that are historically homogeneous will need to teach their students to appreciate diversity. All students need to develop ways of thinking

FIGURE 1: Persons Five Years and Over Who Speak a Language
Other than English at Home—
Percentage of Total Population by State, 1990



and working that will enable them to be comfortable and productive in racially, culturally, and linguistically diverse settings.

Long distance learning, such as the **Northwest Satellite Consortium** in the Pacific Northwest, represents one solution. Comprised of 14 colleges and universities, the consortium provides graduate level courses to teachers in rural areas via satellite to enable them to develop understanding, knowledge, and skills in multicultural education.

The need for teachers trained to teach bilingual students will intensify. It will be particularly true as "starting with the learner" becomes a defining principle in approaches to teaching and learning. Historically in the United States, unlike most other parts of the world, bilingualism has been regarded as a liability, at least since the late nineteenth century. Language concerns have intertwined with both educational and political concerns. "English speaking" has often been confused with "educated," and "home language" confused with "national loyalty."

This confusion has had negative consequences for many people whose first language is not English—from accent discrimination and pressure to renounce one's home language to job discrimination and more extreme forms of exclusion. Tossing bilingual students into mainstream monolingual classes

with a "sink or swim" policy also is a product of the deep bias against bilingualism. This bias is laden with undercurrents of ethnocentrism and racism.

Bilingualism is a complex phenomenon in the U.S. context. Bilingual students, in fact, may be trilingual or multilingual, speaking a home dialect(s) as well as a standard home language. Bilingual students rarely are equally fluent in speaking, reading, and writing both their home language and English. The home language may be the language that immigrant students most often hear at home, and at least partially understand, but do not necessarily themselves speak.

Research shows that young people and their parents often cite intergenerational communication and language issues in the family as important concerns. Educators and community youth workers increasingly advocate developing immigrant students' home language proficiency along with English language proficiency for students' general well-being, as well as their school success. Moreover, there is a need for bilingual/bicultural school staff who are able to communicate with parents and guide students in negotiating between different linguistic and cultural worlds. Educators who themselves have experienced immigration to the U.S. may be especially equipped to support immigrant students.

Adult immigrants, trained and certified to teach in their home country, often are hindered by language or financial issues in gaining teacher certification in the U.S. They are confined to work as bilingual paraprofessionals in the school. Other bilingual paraprofessionals in schools, especially those with no previous teaching experience, may find themselves in a holding pattern. They may enjoy few opportunities for career growth. They also may be especially vulnerable to layoff whenever funding for bilingual students is threatened.

Developing bilingual teachers within the immigrant community (and providing professional career opportunities to immigrants) is the primary goal of a the **Teacher Excellence Appropriate for our Multiethnic/Multicultural Society (TEAMS)** program in Pasco, Washington. TEAMS provides training that enables bilingual paraprofessional teacher aides to earn teacher certification on site.

There also is a need for mainstream staff equipped to work with bilingual students. **The Washington Consortium for Bilingual/ESL Teacher Training (C-BETT)** provides a year-long program for teachers certified in math or science to become certified bilingual or ESL teachers, as well.

It is important for schools that serve immigrant students to have not only bilingual teaching staff, but other bilingual and bicultural professionals to serve those students. **The Bilingual-Bicultural School Psychology Project and the Spanish-English Language Proficiency Project (SELP)** within the San Diego State University School Psychology Program provide opportunities for school psychologists to broaden their bilingual competence, particularly professional language proficiency. This enhances their competence in working with bilingual students and their families.

* * *

Students are an essential resource for the reflective teacher, and teachers are an important resource for each other. In order to support both novice and experienced teachers in building their capacity to serve racially, culturally, and linguistically diverse students, schools and communities will need to explore new channels and new venues for sharing perspectives, experiences, and expertise.

Teachers Need Teachers (TNT)

San Antonio, Texas

The emergence of teacher mentoring programs such as Teachers Need Teachers, where beginner bilingual teachers are paired with capable, experienced mentors, is a promising response to the critical shortage of qualified bilingual classroom teachers. By providing a comprehensive support system for the beginner bilingual teacher, including ways for new teachers to tap into and access the wealth of knowledge possessed by more experienced bilingual teachers, the Teachers Need Teachers program helps develop and retain effective bilingual classroom teachers.

In response to the general problem of teacher attrition, the Texas State Board of Education recently established Rule 149.22, "Induction Program for Beginning Teachers." Rule 149.22 mandates that all beginning teachers without prior teaching experience be assigned a mentor teacher, and that all beginning teachers participate for one year in a special inservice program. Although this was considered an important start by many educational observers in Texas, it fell short of addressing the unique problems experienced by teachers of bilingual education. Intercultural Development Research Associates (IDRA), a nonprofit organization located in San Antonio, Texas took the initiative and designed an induction program for first year teachers who are certified in bilingual education and teach limited English proficient (LEP) students.

The program, Teachers Need Teachers (TNT), is funded by the U.S. Department of Education, Title VII: Office of Bilingual Education and Minority Language Affairs (OBEMILA). The TNT program serves 25 new bilingual teachers from the San Antonio metropolitan area each year. It is a cooperative effort between IDRA and the bilingual education administrators in the five area school districts: Edgewood independent school district (ISD), Harlandale ISD, San Antonio ISD, South San Antonio, and Southwest ISD. Thus far, 14 different school campuses have been involved in the program.

As the grantee, IDRA provides the induction process. Participants in the program, both mentor and first year teachers, are paid a monthly stipend for their activities. The five school districts are reimbursed for the teachers' released time, and some new instructional materials are purchased each year. Monies for the administration of the project, consultants, and project evaluation are also available. In short, the TNT program allows the five districts to comply with the Texas Board of Education's Rule 149.22 for this high priority population of teachers at no expense to the district.

Children are entitled to instruction by highly qualified teachers who hold high expectations for all students and who are fully prepared to meet the challenge of diverse classrooms. However, as student enrollments rise and the demands for qualified teachers intensify, the supply of quality teachers seems unable to keep pace. Most of the shortage in competent teachers can be attrib-

uted to the profession's inability to attract and retain qualified teachers. The perception of teaching as a low-status, undervalued, poorly paid profession has contributed greatly to its lack of appeal among young, bright, college-bound men and women. However, even more troubling is current research that shows capable teachers leaving the profession in droves. Research conducted by Martin Haberman and William Rickards (1990) shows that after six years of service, nearly one half of all new teachers stop teaching. Even more distressing, in urban school systems, the average teaching career ends after five years, just when, according to experts, urban teachers have developed competence in the classroom.

Although the current trends in teacher attrition jeopardize the education of all children, the education of LEP students is particularly at risk. In general, teachers cite the lack of student discipline, inadequate support systems, heavy work load, and negative perceptions of teachers as the major reasons for leaving the profession. However, these reasons, as well as many others uniquely associated with bilingual education, have caused bilingual teachers to leave the profession at even higher rates. In particular, bilingual teachers complain of feeling isolated, both in their teaching area and grade level, because they are usually one of only a few teachers at their school to use two languages for instruction. In addition, bilingual teachers typically have to spend more time preparing lessons because of the use of two languages and the lack of commercially prepared instructional materials. It is also not uncommon for bilingual teachers and their principals to have divergent philosophies on how best to instruct LEP students. And in the state of Texas, bilingual teachers have an additional barrier. Texas' statewide competency test for teachers, EXIT (Examination of Incoming Teachers), which assesses knowledge of both pedagogy and content areas, is considered culturally biased against teachers from other cultures.

The goals of the TNT project are consistent with those identified by researchers for teacher assistance programs. By providing each beginning teacher with training and support, TNT works to: 1) provide continuing assistance to reduce common problems encountered by beginning teachers; 2) support the development of knowledge and skills needed by beginners to be successful; 3) integrate beginning teachers into the social system of the school, the district, and the community; 4) provide an opportunity for beginning teachers to evaluate and learn from their teaching with coaching from mentor teachers; 5) initiate and build a foundation with new teachers for the continued study of teaching; 6) increase positive attitudes about teaching among new teachers; and 7) increase retention of good beginning teachers (Odell, 1989).

In the TNT program, each beginning teacher and his mentor attend six workshops. At these workshops, beginners and mentors share their concerns, and plan their mentoring activities for each month. The workshop topics, which were developed after an IDRA teacher needs assessment, are varied and include: State Plan for Educating LEP Kids; Philosophy of Coaching and Mentoring; First and Second Language Acquisition; Language Development Activities in English; Language Development Activities in Spanish; Learning Styles of Culturally Different Students; Reading Instruction; Literature in Spanish; Whole Language Strategies; English as a Second Language (ESL) in Content Areas; and Culture in the Classroom.

In addition to the workshops, beginner teachers participate in, or have available to them, numerous support activities designed to help them maintain and internalize the workshop trainings. A monthly bulletin called *El Enganche* (The Link, for example, allows the project director, participants, principals, and central office personnel in each of the five districts to communicate. Through the bulletin, which is produced monthly, teachers can offer classroom tips and share successful teaching practices.

Bilingual and multicultural instructional materials are made available to the teachers. IDRA has a lending library of approximately 5,000 bilingual multicultural instructional materials. Access to these materials in Spanish benefits both beginning and mentor teachers.

Support is also provided to beginning teachers through mentors. Each campus administrator is asked to assign an experienced and capable teacher to each beginning teacher. Novices and mentors work closely together through a number of both informal and formal interactions. According to Alicia Salinas Sosa at IDRA, a mentor teacher must: 1) be a competent teacher as judged by the Texas Teacher Appraisal System; 2) have three or more years teaching experience; 3) be able to demonstrate appropriate teacher/pupil interaction; 4) maintain a positive and attractive learning environment; 5) have formulated a teaching philosophy concerning bilingual education; 6) have good listening skills; 7) be able to focus on establishing positive and caring working relationships; 8) exhibit patience and use empathetic skills during stressful episodes; and 9) possess the proper vocabulary to describe teaching practices.

TNT mentors are encouraged to meet with their beginner teacher at least twice a week. Each meeting is recorded in a mentoring log and for each entry, the topic for intervention, how the concern was handled, and the future plan and follow up activities that result from the intervention are noted.

Beginner teachers also receive support by way of observations and demonstrations. Beginner teachers are required to observe their mentors promptly after the project begins, and are strongly encouraged to observe other teachers assigned to bilingual education. The observations usually range in length from 20 to 45 minutes. To familiarize the novice teacher with the process, the Texas Teacher Appraisal System (TTAS) Observation Form is made available to them.

However, before the novice teacher makes her observations, she is first observed in the classroom by the mentor. The mentor will observe the novice twice, and offer suggestions on how to improve or enhance instruction, discipline, classroom climate, classroom management, and or other teaching skills. Oftentimes, following the observation, the mentor teacher will conduct a demonstration in the novice teacher's classroom, showing the beginner how to incorporate the mentor's suggestions. The mentor teacher may also give a demonstration by combining her classroom with the beginner teacher's classroom for one period.

The mentor teacher also offers support to the beginner teacher by way of instructional materials. Many beginning bilingual education teachers have few quality instructional materials due to the dearth of commercially prepared materials or limited access to those which are available. Experienced teachers, on the other hand, have often collected materials over the course of their careers. To enhance the novice teacher's lessons, the mentor and beginner will sometimes share these materials. At the same time, the mentor shares tips for finding

and obtaining quality materials so that the beginner can start building his own collection. The mentor teacher also serves as an information center for beginning teachers. From the simple to the complicated, the mentor is available to field the beginner's questions on any topic.

Finally, the novice teacher is supported by planning and feedback sessions with the mentor teacher. The beginner and the mentor can usually find time to plan their activities: at the workshops, during the mentoring sessions, or over the course of the school day when they meet in the halls. Providing evaluation and feedback has proven more difficult, mainly because these activities require more of the mentor's and beginner's time. Usually, these sessions occur before school begins or after dismissal.

Together, all of these activities provide a comprehensive support system for beginning bilingual education teachers. This support system, according to TNT's first year evaluation, is both important and unavailable elsewhere. During year one, the 25 beginner teachers made 738 inquiries of their mentors. Inquiries were made in more than a dozen different areas, including requests for instructional assistance and planning, advice or help with instructional materials, information on campus and district procedures, and advice with classroom management. In addition, every teacher who participated in the program was capable of providing six ideas that proved successful in their classroom. These ideas had many different origins, including the training sessions, the monthly bulletins, and other teachers. The TNT program also underscores the need for quality instructional materials. The IDRA lending library was used equally by beginners and mentors, who, as a whole, checked out more than 800 pieces of instructional materials. Finally, most beginner teachers spoke highly of the classroom observations, where they could see in action aspects of classroom organization and instruction.

According to IDRA staff, teachers who enjoy teaching and who are nurtured by the system to provide the best instruction possible, become those memorable individuals who make a difference in students' lives. They believe that helping the beginning teacher through the first year of teaching is the crucial first step to retaining effective teachers in schools. In concert with recommending first year induction programs such as TNT for retaining teachers in critical shortage areas, IDRA strongly urges school districts to provide compensation and perks to participants in teacher assistance programs; waive first year performance evaluations of beginner teachers; provide quality and ample instructional materials for first year teachers; and provide release time so that beginning teachers may observe more experienced colleagues.

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Washington Consortium for Bilingual/ESL Teacher Training (C-BETT)

Pullman, Washington

An innovative program in the state of Washington, the Consortium for Bilingual/ESL Teacher Training (C-BETT) involves an intensive one-year course of study, and provides the support and training needed for math and science teachers to become certified ESL or bilingual teachers. In addition, participants in the program are connected with other teachers who are or have been in similar situations. As a result of participating in the C-BETT program, math and science teachers emerge more confident and better equipped to teach their bilingual students.

School districts in Washington state, like the rest of the country, are experiencing an increase in the number of limited English proficient (LEP) and bilingual students. Washington state is an entry point for many immigrants in a region known to be receptive to resettling refugees and a major agricultural area. Hence, Washington state schools have had to meet many challenges in terms of the diversity of their LEP and bilingual student populations.

There is currently a severe shortage of certified bilingual English as a second language (ESL) teachers in the state of Washington. Of the 296 school districts in Washington state, 162 (as of 1991) had need for bilingual ESL services. As of 1992, there were less than 10 percent of the recommended number of certified bilingual ESL teachers needed for the number of bilingual ESL students in the state.

In Washington state, the percentage of ethnic minority students has increased from 5 percent (in 1970) to 14 percent (in 1991). The number of Chicano/Latino students has grown from 56,500 in 1980 to 85,500 in 1990. Many of the Latino students attend schools in Central Valley, a major agricultural region of the state.

Washington State University (WSU) is located in Pullman, Washington, in the eastern part of the state. Of the large state universities, WSU is the university closest to Central Valley. Students come from all over the state, including cities on the Puget Sound such as Seattle, Tacoma, and Olympia.

In the last three years, the WSU College of Education has decided to address the need for more bilingual, multicultural, and ESL teachers by creating new programs to prepare teachers for certification in these areas. The departmental commitment to these areas is reflected by the solid support shown by Dr. Bernard Oliver, the Dean of the College of Education. Within the College of Education, there has been concerted effort to bring on more faculty of color and recruit minority graduate students.

Bilingual Education Professor Gisela Ernst and Multicultural Education Professor Cynthia Dillard are part of a task force on diversity issues that has made some of the following recommendations to the Dean. Dr. Dillard states, "Somewhere in undergraduate teacher education there must be courses that deal with linguistic diversity. We can no longer just send teachers out there. There must be courses that deal with issues of multicultural education. There must be courses that deal with issues of exceptionality."

As Professor Ernst has said, because of the changing demographics in the U.S., "Every teacher is, or will be at some point in their career, an ESL teacher." Professor Dillard adds, "And every teacher, regardless of the time in their career, is a multicultural teacher. Or ought to be."

Often, because of the shortage of bilingual and ESL teachers, teachers have found themselves teaching bilingual or ESL classrooms without sufficient preparation or training in these areas. C-BETT (Washington Consortium for Bilingual/ESL Teacher Training) works with teachers certified to teach math and science who teach bilingual or ESL students, and provides them with additional training to become certified bilingual or ESL teachers. The Washington Consortium for Bilingual/ESL Teacher Training (C-BETT) is a program designed to train certified math and science teachers as bilingual and ESL teachers.

C-BETT is aimed at teachers working in Washington state communities that include these language groups: Spanish, Vietnamese, Cambodian, Chinese, Lao, Tagalog, and Russian. Each academic year, C-BETT trains a cohort of 40 participants, 10 each from 4 Washington state institutions: Washington State University; University of Washington; Central Washington University; and Heritage College. Participants take a series of graduate level courses, which may be applied towards a Master's degree in Education, leading to an endorsement in Bilingual/Bicultural Education and/or ESL. The state Office of the Superintendent of Public Instruction and local school districts are also included as partners in the C-BETT program.

This is the first year of the program which is funded for four years by the U.S. Office of Bilingual Education and Minority Language Affairs (OBELA). Over this four-year period, C-BETT will have trained approximately 160 participants. The goal is to have about half the participants become certified as bilingual teachers and half as ESL teachers.

Participants must hold previous teacher certification and be providing instruction in math and/or science in classrooms where all or most of the students are LEP. They are nominated for the C-BETT program by their local superintendent.

C-BETT is a one year intensive program with a full set of core courses. Teachers are released from teaching for the year, and usually have a service agreement with their nominating school districts upon completion of the program. However, participants often use their LEP classrooms as their supervised practicum sites during the year. Courses include: Second Language Acquisition, ESL Across Content Areas, Language and Cultural Factors in Math, and Critical Thinking.

To become certified in bilingual education in Washington state, participants must complete 24 quarter hours or 16 semester hours of courses in these four areas: Linguistics, Instructional Methods in ESL, History and/or Theory of Bilingual Education, and Instructional Methods in Bilingual Education.

For ESL certification, Washington state requires 24 quarter hours or 16 semester hours of courses in the following five areas: Structure of Language or

Language Acquisition, Culture and Learning for the ESL Student, Instructional Methods in Language Arts for the ESL Student, Instructional Methods in Reading for the ESL Student, and Instructional Methods in English as a Second Language.

Upon completion of the C-BETT program, teachers should have the ability to: "utilize instructional techniques that address the cultural backgrounds of the students; assess through criterion-referenced norms students' progress and ability throughout the program to meet state-regulated performance criteria; organize a classroom atmosphere that responds to the individual needs of the students and also incorporates the richness of both cultures and languages; and involve parents, community organizations, and community in general in the education of the language minority child."

This practical solution is promising because it takes certified math and science teachers who are teaching in communities where there is presently a need for bilingual and ESL teachers, and gives them training and credentials to serve the growing number of bilingual and ESL students in local school districts. It also connects these teachers with a network of other teachers who are or have been in similar situations. The acquired theoretical and pedagogical background about bilingual and multicultural education helps to increase their level of confidence as teachers and advocates for their students, and increases the likelihood that they will take on leadership in these areas within their schools.

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Teacher Excellence Appropriate for our Multiethnic/Multicultural Society (TEAMS)

Pasco, Washington

TEAMS (Teacher Excellence for our Multiethnic/Multicultural Society) addresses the need for bilingual teachers and English as a Second Language (ESL) teachers by taking bilingual/ESL teacher certification to where the need is critical at the present time. TEAMS provides training and certification to paraprofessionals, most of whom provide an important link to their students' communities. These paraprofessionals generally are already doing the job of bilingual teaching, without the benefits of certification.

School districts in Washington state, like the rest of the country, are experiencing an increase in the number of limited English proficient (LEP) and bilingual students. Washington state is an entry point for many immigrants in a region known to be receptive to resettling refugees and a major agricultural area. Washington state schools have had to meet many challenges in terms of the diversity of their LEP and bilingual student populations.

There is currently a severe shortage of certified bilingual English as a Second Language (ESL) teachers in the state of Washington. Of the 296 school districts in Washington state, 162 (as of 1991) had need for bilingual ESL services. As of 1992, there were less than 10 percent of the recommended number of certified bilingual ESL teachers needed for the number of bilingual ESL students in the state.

In Washington state, the percentage of ethnic minority students has increased from 5 percent (in 1970) to 14 percent (in 1991). The number of Chicano/Latino students has grown from 56,500 in 1980 to 85,500 in 1990. Many of the Latino students attend schools in Central Valley, a major agricultural region of the state.

The Teacher Excellence Appropriate for our Multiethnic/Multicultural Society (TEAMS) project is a training program for bilingual paraprofessional teacher aides to receive teaching certification on site in Pasco, Washington. In the Central Valley of Washington, where Pasco is located, the minority student population has increased from 20 percent in 1980 to 53 percent in 1992. The number of LEP students has grown from 23 percent in 1980 to 48 percent in 1992. There are additional challenges for a segment of that population whose families are migratory, arriving in the area with the agricultural seasons and leaving when the major harvests are over.

The shortage of bilingual and ESL teachers is especially acute throughout the Central Valley. According to Dr. Pablo Perez, Superintendent of the Pasco School District, the current need in Pasco alone is for approximately 30-40 bilingual teachers, with an estimated 20-30 more bilingual teachers over each of the next three years just to keep up with projected student enrollment.

While most teachers in the Pasco area are not bilingual, there are bilingual paraprofessionals working within the school district. The role of the bilingual paraprofessional takes on great importance, especially in serving LEP students who have a monolingual English speaking teacher. Because LEP students cannot communicate easily with a monolingual teacher, the bilingual paraprofessional often takes on the main teaching responsibilities, with the monolingual teacher acting in a supplemental role similar to that of a teaching consultant.

The TEAMS project is an attempt to solve several problems presented by this situation. Each year, it provides training for a cohort of 20 bilingual paraprofessionals who gain their teacher certification in K-8 elementary education with supporting endorsements in bilingual and ESL education. This increases the number of bilingual and ESL certified teachers in the immediate area whose own personal experiences inform them as to the needs of bilingual and multicultural students. It also "recognizes the reality of the place-bound, non-traditional student who is often extremely well-suited culturally and linguistically to serve the needs of diverse students. This is especially true for the bilingual paraprofessional, who may not have the teaching credentials, but who does have the expertise and desire to obtain the credentials and to continue to serve as a teacher in his or her community."

TEAMS provides the teacher training on site in Pasco, with courses after school, on weekends, and during the summer. Participants can continue to work as bilingual paraprofessionals while they take courses during the fall and spring semesters. During the student teaching component, they are released from their duties. Participants graduate with a bachelor of arts in elementary education, certified to teach K-8 in bilingual and multicultural classrooms. Upon completion of the program, they are guaranteed employment as full-time certified teachers, and can continue to work in the Pasco School District.

This program includes two years of course work, plus one year of student teaching. Courses are taught at the WSU branch campus in Pasco by the 20 branch faculty members. There is also an on site full-time program coordinator. WSU designed the program in collaboration with the Pasco School District and the Hispanic Academic Achievers Program (HAAP), a community based nonprofit organization, which provides guest lecturers and sponsorship. Most participants receive some financial assistance, "...partly because of the relatively low salary of paraprofessionals and the relatively high costs of higher education in the State of Washington." This is the first year of the project which has been funded for two years by the U.S. West Foundation.

The TEAMS training consists of a 60 semester hour program, plus student teaching experiences, which often take place in the bilingual paraprofessionals' regular classrooms. In addition to general elementary teacher education courses, the participants also receive 20 hours in bilingual education. Some students also take an optional three hour course to become certified as ESL teachers.

This intensive program takes place over four consecutive weekends (Friday evenings and all day Saturday) during fall and spring semesters with intensive full-time summer sessions. The course work consists of 10 semester hours during each of the fall and spring semesters, 11 semester hours during the first summer, 13 semester hours the second summer, and 16 hours of student teaching. This results in a full two-year program with one year of course work, including two intensive summer programs, and one year of

student teaching. Participants can opt to take an additional three semester hour course during the following fall or spring semester for an ESL endorsement.

The full set of core courses includes an ongoing practicum, field experiences, and case studies. Some of the core courses are: Educational Psychology, Human Development, Reading Methods, Teaching Elementary Social Studies, and Methods and Materials in Bilingual Education.

Participants are recommended by their school principals or apply directly to the program. They must meet the following requirements: demonstrated proficiency in both Spanish and English; at least 60 semester hours of post-high school academic credit; two letters of recommendation from college professors, school administrators, or persons knowledgeable about the candidate's academic abilities who have worked with them; a statement of purpose; and a telephone interview, if necessary.

Upon completion of the TEAMS program, participants will have the following competencies: 1) demonstrated proficiency in Spanish and English; 2) knowledge and application of second language teaching methodologies and materials; 3) knowledge of the culture and history of the target population; 4) knowledge of multicultural and global issues in education; 5) development of second language use in the content areas; and 6) methods of student evaluation and assessment, particularly related to second language learners.

An additional benefit for the schools is that monolingual teachers can also take some of the courses as inservice staff development.

The TEAMS program is part of a continuous evaluation process for the WSU teaching staff. They use the feedback offered by program participants to learn more about the needs of paraprofessionals going through this transition to becoming certified teachers. This helps the staff to build upon their present base of knowledge to improve future projects.

The TEAMS approach is promising because it takes the program on site and provides teaching credentials and training to bilingual paraprofessionals who are doing the work. Instead of training and importing people from outside of the community, TEAMS provides a means for those within the community to continue their work and advance in their field—to move from having a job to building a career. In the process, the bilingual paraprofessionals become role models to young people in their community. And they are able to use their own experiences as bilingual learners to become better teachers and increase their ability to network and build trust with families.

As the program designers state, "This comprehensive course of study, ongoing practicum and field experiences, and 'hands-on' nature of this proposed community based teacher preparation program is a model of moving teaching and learning theory into direct practice in multicultural settings. Thus, this project is not only an appropriate model for outreach teacher education in rural settings, but for teacher education in general."

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Descubriendo La Lectura: Teacher Training and Staff Development

Tucson, Arizona

Descubriendo La Lectura's (DLL) teacher training and staff development component educates teacher trainers in the philosophy of DLL. Teachers learn how to be problem solvers—how to assess a student situation quickly and thoroughly. In addition, DLL trainees become familiar with current research and literature appropriate for the program, allowing them to adopt "teachers as researchers" approaches. Teachers participate in discussions, two-way mirror demonstrations, group critiques, and instruction in exiting students from DLL. Experienced teachers serve as teacher trainers and as an important resource for teachers in training.

"**D**escubriendo La Lectura" (DLL), a Spanish language reconstruction of "Reading Recovery," a literacy intervention program developed in New Zealand by Marie Clay and implemented by the Tucson Unified School District (TUSD), is described in Chapter 2. Teacher training and staff development aspects of the program are described below.

According to Amelia Basurto, Bilingual Project Specialist for TUSD Chapter I Programs, "This program encourages a teacher to become a problem solver by observing the child. They [teachers] learn to assess a situation very quickly and thoroughly." To its developers, DLL is a philosophy that teaches teachers to monitor their own teaching. Adds Basurto, "One does not 'do' DLL; it is not just a way of teaching—it is a way of thinking, and a way of seeing both the facilitator and the learner. Culturally and linguistically, the teacher needs to have as much in common as possible with the student."

Training for teachers of DLL uses a three-tier staffing scheme in which teacher trainers (specially trained Ph.D. university faculty members as the highest level) conduct training for teacher leaders (teachers with both a masters degree and bilingual education credentials), who in turn conduct training for teachers (experienced first grade teachers with bilingual education credentials).¹

It takes a minimum of one school year to train for any level. Training at the upper two levels requires a full-time commitment of the participant at an appropriate training site. Currently, training for teacher trainers is done only through the University of Arizona in conjunction with TUSD. Teacher training is always done in the closest area to the schools engaged in the program. Teachers are required to give a minimum three-year commitment in conjunction with the one-year training period. Teacher leader trainees attend classes in Reading Recovery at the University of Arizona where, under the tutelage of

1. Gaffney, J. (1991). *Reading Horizons*, 5(1/5), 575-588.

teacher trainer Dr. Kathleen McDonough, they receive the theory and English component of their clinical work. Trainees intern with Olivia Ruiz, DLL Teacher Leader, in weekly, two and one half to three-hour sessions to obtain the Spanish component of the clinical work and a practicum. These sessions consist of theoretical discussions, two-way mirror demonstrations, group critiques, reports from peer site observations, and instruction in how to exit a student from DLL.

Additionally, trainees teach a minimum of four children daily in a one-to-one tutorial setting. Second and third year teachers and teacher leaders work more independently, but continue with intermittent follow up classes. "Bridging," an intensive two-week summer internship, is for teachers who have completed Reading Recovery, but who are learning how to conduct the Spanish component with a DLL teacher leader. Follow up sessions are conducted throughout the school year. At the time of this reporting, there are 18 teachers, 3 teacher leaders in training, and 2 teacher leaders working in the DLL program in TUSD. The DLL program funding source is Chapter I monies pooled from the participating districts, where a teacher leader is hired to instruct teachers from the districts. The district must pay for the training or the salary of the teacher leader.

One of the great assets of this program is that it gives the teachers involved exposure to current research and literature in the fields of reading and language acquisition, engaging them in the "teachers as researchers" model of teaching. During inservice sessions, trainees have the time to discuss methodologies and the current research literature, and subsequently are given the opportunity to exchange feedback as a group on the effectiveness of various methods.

Observation of Teacher Leader Training Session

The following is a description of a teacher leader training session viewed at the office of DLL Teacher Leader Olivia Ruiz. As mentioned earlier, teacher leader trainees conduct the Spanish component of their clinical work and their practicum with Ruiz, due to the lack of a bilingual DLL trained teacher trainer. Working in a two tier model, the teacher leader trainees help the teacher leader by setting the agenda and determining what the theoretical selections should be. By using this type of hands-on planning, the teacher leader empowers the trainees to take responsibility for their own learning. This, in turn, influences what the trainees do with their students, empowering them to take responsibility for their own learning. Trainees, therefore, interact in a cooperative learning model as opposed to only being exposed to rhetoric from a hierarchical model. The session is comprised of a discussion of the agenda, a lesson demonstration by two trainees, a post-lesson discussion, and a lecture and follow up discussion of an application of a theory or methodology (for this session, "word analysis").

The initial step for the teachers giving a lesson demonstration "behind the glass" (a two-way mirror) is for each teacher to detail the behavioral objectives for the child and, based on feedback from previous in-class observations done by peers, what the teacher wants to demonstrate. By hearing the student and teacher objectives of the lesson, the observing trainees have a basis for viewing the lesson, are more able to look for specific behaviors and methods being used, and can give feedback as to whether or not the objectives are being met.

During the observed lesson, the teacher leader trainee running the lesson elicits constant descriptions of what the child is doing, asking, "What is he doing? Why?" In addition to the trainees giving feedback to what behaviors and strategies the child is using, they also discuss the behaviors and strategies that the teacher is or could be using. Teaching strategies are based on the child so that the lesson is not teacher guided, but essentially child guided. During the lesson, the teacher keeps a precise and systematic running record of what the child is doing. Physical behaviors such as the child putting his finger under certain words or his eye movements in scanning print are also noted by the teacher and serve as feedback to the lesson being given.

While observing the lesson, all of the trainees are encouraged to give their impressions aloud. For example, when one student uses his finger as a guide, the trainees remark that it affects the way he reads, and deduce that it causes a very choppy, syllabic, and monotone canter. As they watch the lesson progress and the observed teacher gently guide the student's finger away from the page, the trainees note that the student gains inflection in his reading.

After reading the teacher selected book, the student writes a story coming from the text and from his own experience. If a word is misspelled or if the student does not know how to spell a word, the teacher demonstrates various ways to attempt the spelling of the word including phonemic awareness activities, utilizing the drawing space at the top of the paper as a practice area. Ruiz notes that generally, students pick up the writing process faster than reading in Spanish, possibly due to the close correspondence between sound and spelling. If the student demonstrates that she is relying too much on one strategy or cueing system, the trainees are asked: "What strategy is the student using? What behavior is the student exhibiting that tells you this? And what could you do to give the student additional strategies?" Ruiz reminds the trainees that "a teacher must monitor the child carefully in order to reveal if the teacher has relied more heavily on one strategy than others. The teacher must try to generate ideas about what additional strategies need to be taught, in order to give the student a well balanced set of tools for reading."

After the trainees have completed the lessons, observers give direct feedback of their impressions based on what the teachers' initial student and self objectives had been. In addition to lesson objectives, trainees learn to assess and "level" books used in the program for authenticity and for degree of reading difficulty by using a modified version of a dissertation by Barbara Petersen that identifies the levels of print. Books are then categorized into levels and are teacher selected for each child in the program. Trainees also discuss book selection strategies, that is, patterned or nonpatterned books.

Although some of the techniques used in DLL are new to the trainees, for the most part, "it's the use of familiar techniques with innovative strategies or the integration of various strategies that are new," as one teacher leader stated. Another trainee remarked, "Albeit some of these skills are already known skills, they are utilized in conjunction with each other, or they are utilized together and with a lot of different strategies." The component of DLL that teacher leader Diana Brena feels most facilitates teaching is using the students' strengths as the framework to structure the lesson. She feels that this is "a paradigm shift to a positive attribute model, looking at the assets of the student, not at the deficits." Raquel Mireles and Norma Ramirez, two highly experienced teachers from Los Angeles County who have published a teacher resource book with Steven Krashen, state that even at their level of skill, they

gained enormously from DLL training, "enough to change our perspectives on teaching."

Teachers overwhelmingly attribute increased facilitation of classroom teaching to DLL. However, they also feel that there needs to be a lot of support from within the school and from the various levels of the administrative hierarchy. At Mission View Elementary School, where DLL has been successfully implemented with both co-teachers and resource teachers, personnel affirm that Principal Yolanda Saldade is very supportive, and that reading and writing are a very large part of the school's philosophy and the school is filled with print. The school also combines materials for DLL with other programs such as "Project Child," a literacy education program that has a rich collection of books.

The current teacher leader training class includes the aforementioned teachers from Los Angeles County, and several from districts outside of Tucson. Ruiz (1992) concludes, "We believe that Descubriendo La Lectura will continue to meet the needs of many students who might otherwise not have had a chance at success in our educational system. More importantly, Descubriendo La Lectura creates an environment that validates the cultural background and first language of language minority children, enabling these students to become good readers in two languages."¹

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1. Ruiz, O. (1992). "Descubriendo La Lectura: Literacy for Language-Minority Students. *The Whole Idea* 2(5).

Northwest Satellite Consortium

Pullman, Washington

The Northwest Satellite Consortium responds to the challenge of providing training to teachers of limited English proficient and bilingual students in remote or rural school districts. Composed of 14 colleges and universities located throughout the Pacific Northwest, the Consortium provides graduate level courses to teachers in remote (as well as in urban) areas via satellite. Using interactive video, teachers can take graduate level courses without having to travel to distant colleges or universities or take extended leaves of absence for intensive course work.

School districts in Washington state, like the rest of the country, are experiencing an increase in the number of limited English proficient (LEP) and bilingual students. Washington state is an entry point for many immigrants in a region known to be receptive to resettling refugees and a major agricultural area. Hence, Washington state schools have had to meet many challenges in terms of the diversity of their LEP and bilingual student populations.

There is currently a severe shortage of certified bilingual/English as a second language (ESL) teachers in the state of Washington. Of the 296 school districts in Washington state, 162 (as of 1991) had need for bilingual/ESL services. As of 1992, there were less than 10 percent of the recommended number of certified bilingual/ESL teachers needed for the number of bilingual/ESL students in the state.

In Washington state, the percentage of ethnic minority students has increased from 5 percent (in 1970) to 14 percent (in 1991). The number of Chicano/Latino students has grown from 56,500 in 1980 to 85,500 in 1990. Many of the Latino students attend schools in Central Valley, a major agricultural region of the state.

Washington State University (WSU) is located in Pullman, Washington, in the eastern part of the state. Of the large state universities, WSU is the university closest to Central Valley. Students come from all over the state, including cities on the Puget Sound such as Seattle, Tacoma, and Olympia.

In the last three years, the WSU College of Education has decided to address the need for more bilingual, multicultural, and ESL teachers by creating new programs to prepare teachers for certification in these areas. The departmental commitment to these areas is reflected by the solid support shown by Dr. Bernard Oliver, the Dean of the College of Education. Within the College of Education, there has been concerted effort to bring on more faculty of color and recruit minority graduate students.

Bilingual Education Professor Gisella Ernst and Multicultural Education Professor Cynthia Dillard are part of a task force on diversity issues that has made some of the following recommendations to the Dean. Dr. Dillard states, "Somewhere in undergraduate teacher education there must be courses that

deal with linguistic diversity. We can no longer just send teachers out there. There must be courses that deal with issues of multicultural education. There must be courses that deal with issues of exceptionality."

As Professor Ernst has said, because of the changing demographics in the U.S., "Every teacher is, or will be at some point in their career, an ESL teacher." Professor Dillard adds, "And every teacher, regardless of the time in their career, is a multicultural teacher. Or ought to be."

As the number of LEP and bilingual students increases in remote and rural school districts, creative solutions are needed to provide teachers in those districts with support and training to serve these student populations. The Northwest Satellite Consortium, which is composed of 14 colleges and universities located throughout the Pacific Northwest, provides outreach services for teachers in remote areas (as well as those in urban areas). Through the Consortium, teachers can take graduate level courses that can help them to gain multicultural competencies without having to travel long distances to attend classes at a university.

Professor Cynthia Dillard teaches a three credit interactive video course on Multicultural Perspectives via the Consortium. During the 1992 fall semester, there were 42 students in locations as remote as Aniak, Alaska, and Big Timber, Montana. Each student was a certified teacher working toward a Master's degree through a northwest university. There were 10 students from WSU, and several from Central Washington University and Western Washington University.

The graduate level course met for three hours every Wednesday evening for nine weeks. It was broadcast and taught from a Spokane, Washington community access cable TV station, approximately 150 miles round trip from Pullman. Participants tuned in to the interactive course that was transmitted to a closed-circuit television at their school or local library.

Dr. Dillard based this course on her Multicultural Perspectives course taught on campus in Pullman, but it was slightly modified for this medium. Copyright laws are different for broadcast materials, so Dr. Dillard had to be aware of the copyright status of any visual materials she broadcast to her "satellite students."

For the video course, she lectured for most of the three hours, whereas in her on-campus course, student discussion comprised a greater portion of the class time. The "satellite students" could interact, but any interaction had to take place through Dr. Dillard. Students called her in Spokane and she relayed any questions and comments to the other students. In this way, students could discuss issues and course materials, but the method was slow and deliberate, lacking the spontaneity of an in-class discussion.

Dr. Dillard had the students write and send in autobiographies which she read over the air so students would be able to have some sense of themselves as a cohort. Because of the medium, students could see her, but Dr. Dillard could not see them. Along with their autobiographies, some students sent in photographs, which Dr. Dillard held up to the camera for other students to see. Dr. Dillard commented on the odd experience of not knowing what her students looked like. At a conference for African American educators, an unfamiliar woman warmly greeted Dr. Dillard, saying how glad she was to finally meet her in person. She was one of her "satellite students."

The advantage of this approach is that teachers can take graduate level courses in topic and subject areas that are relevant to their classroom needs

without having to travel long distances or take extended leaves of absence for intensive course work. This is another way to take the training on site to where the need is greatest and the resources are limited.

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Spanish-English Language Proficiency (SELP) Project

San Diego State University, School Psychology Program

San Diego, California

The Bilingual-Bicultural School Psychology Project and the Spanish-English Language Proficiency Project (SELP) at San Diego State University are two innovative initiatives that support opportunities for school and student psychologists to broaden their bilingual competence and enhance their competence in working with limited English proficient immigrant students and their families.

The San Diego State University School Psychology Program has been in existence as a traditional school psychology program since the 1960s. However, in 1984, several new key faculty members were brought on board and the program began to undergo some extensive changes in orientation. Traditionally, school psychologists have assessed students using standardized tests (such as IQ tests) which are generally based upon a deficit model, thus posing the question, "Does this student measure up to a 'norm'? If not, where is he/she in comparison to an average student?" In today's society, with its ever-increasing diversity of backgrounds and experiences, the concept of an average or norm is no longer feasible as defined by one group or set of values. The training and development of school psychologists with multicultural and bilingual competencies can greatly impact the academic success and achievement of bilingual and limited English proficient (LEP) students.

The San Diego State University (SDSU) School Psychology Program (SPP) admits a cohort of about 35 to 45 students per year, generally 1 out of every 10 applicants to the program. The number of applicants has continued to increase each year. Over the past nine years, the demographics of the program cohorts have changed dramatically—a tangible reflection of the program goals. The 1985–86 cohort was 80 percent Anglo, 15 percent Latino, 2.5 percent African American, and 2.5 percent Asian/Pacific Islander. The 1992–93 cohort is 35 percent Latino, 27 percent African American, 27 percent Anglo, 8 percent American Indian, and 3 percent Asian/Pacific Islander. Of this cohort, 73 percent are students of color.

The program is committed to becoming fully multicultural and the faculty composition reflects this commitment. The program has been successful in attracting and retaining students of color. Contributing to this success is the program's multicultural orientation. When a mainstream or Anglo perspective is being referred to, it is specifically stated as such and presented as one of many perspectives, rather than assumed to be the norm.

About 90 percent of students are funded through various scholarships, fellowships, grants, or student loans; virtually all graduates are employed upon

completion of the program. Graduates are in high demand, with standing invitations for interviews from school districts as far away as Chicago and Washington, DC. School districts in the San Diego area will often hire as many as five new graduates per year. During a visit to one of the local school districts, this fact was confirmed by a bilingual education specialist who had high praise for the SDSU School Psychology Program. This particular district has hired several graduates of the program and recently consulted with SDSU SPP faculty and students during development of a two-way bilingual program in one of their schools.

The SDSU School Psychology Program is governed by a Program Committee composed of five elected student representatives and the four full-time faculty. They meet monthly to discuss and approve policy, regulations, and curriculum development. Courses are developed by teams of faculty members and then presented to the Program Committee for approval. There is also a Program Advisory Board composed of professionals in the field, program graduates, and community members. This ethnically and professionally diverse group meets two or three times a year.

The School Psychology Program is a comprehensive four-year program that includes one year of internship working as a school psychologist in a public school. Curricular areas include courses in theoretical foundations of school psychology, basic statistics and research design, counseling interventions and strategies for children and systems, and theoretical issues and practical development of assessment skills. Interspersed with the course work are three years of field experience leading up to a one-year full-time internship. Students graduate with a Masters of Science (M.S.) degree in counseling with a specialization in school psychology. The program is accredited by the National Association of School Psychologists (NASP) and the National Council for the Accreditation of Teacher Education (NCATE) and approved by the California Commission on Teacher Credentialing.

Students often pursue specialties within the School Psychology Program. Among the specialized projects are:

- the Bilingual-Bicultural (Latino) School Psychology Project, which focuses on the development of nondiscriminatory assessment of Latino children. As with much of the rest of the SDSU/SPP, it is guided by an ecosystems philosophy, developing themes focusing on Latino issues, content, and perspectives;
- the Spanish-English Language Proficiency (SELP) Project, which assists SPP students who are native Spanish speakers with fluent bilingual conversational skills, but who are in need of further development of "professional Spanish" skills;
- the Multicultural School Support Personnel (MSSP) Project, which specializes in the development of preservice training of multicultural school psychologists and school counselors;
- the American Indian Specialty in School Psychology Project, which focuses on the development of specialized information for school psychologists working with American Indian children and youth;
- the African American School Psychology Project, which focuses on developing culturally appropriate assessment and services for African American children and youth.

As students within these different specialized areas gain knowledge and understanding of their areas, they also share their ideas with other students within their cohort. Students have said that they learn as much from each other as they do from their professors. (And professors have said the same!) Therefore, all students contribute to each other's understanding and building of multicultural competencies as a by-product of their own learning and teaching.

The Spanish-English Language Proficiency (SELP) Project and the Bilingual-Bicultural (Latino) School Psychology Project address the need for school psychologists who are able to communicate clearly in both English and Spanish and understand cultural contexts and potential interventions within these cultural contexts. While "bilingual" is often considered to mean some level of knowledge and understanding of a second language, it is not always assumed to mean fluency, both written and oral, in two languages. This assumption of competency in two languages can lead to common miscommunications that ultimately do a disservice to the children and families that the bilingual school psychologist seeks to serve.

School psychologists with a multicultural foundation will be more likely to understand and interpret cultural influences, identify culturally derived strengths, and build and maintain relationships with children, families, and communities that could otherwise be outside of the mainstream and therefore ignored or excluded. Because of their training as multicultural school psychologists, they will be better prepared to serve students from any background, including monolingual students.

As SPP Director Valerie Cook-Morales says, "Interventions are only as good as their culturally-relevant base."¹ Therefore, in counseling language minority students and their families, and networking with other bilingual professionals, bilingual school psychologists need to understand the experience of second language learning and be able to develop interventions that will be culturally appropriate. While many of the SDSU bilingual school psychology students are Spanish speakers (many were schooled in Mexico) and are conversationally fluent, many still need to develop "professional Spanish" as they continue to develop their "professional English." The SELP project, which includes summer sessions of "Intensive Spanish Language Experiences" and a bilingual seminar series in Spanish during the academic year, is designed to provide bilingual school psychology students with opportunities to further develop their skills and understandings—oral, written, and cultural.

As part of the SELP project, trainees view several videotapes of bilingual early childhood educators working with LEP (or what the program calls "Beginning English proficiency—BES") students. They analyze and discuss specific situations and interventions, looking at those that are culturally appropriate and/or effective and those that are not. While most of the discussion takes place in Spanish, it easily shifts between Spanish and English. While most of the trainees are current SDSU/SPP students, the group also includes recent graduates of the program as well as other eligible professionals in the field.

As of 1992, there are about 30 "specialty trainees" in the Bilingual-Bicultural School Psychology Project (funded by the U.S. Department of

1. Cook-Morales, V.J. and Robinson-Zanartu, C. (September 1992) "Ecological Interventions Specialty in Multicultural School Psychology," a proposal.

Education, Office of Special Education) and 15 trainees in the SELP project (funded by the U.S. Department of Education, Office of Bilingual Education).

The San Diego State University School Psychology Program is funded by the Office of Bilingual Education and Minority Language Affairs (OBEMLA), U.S. Office of Education. It offers a graduate program leading to an M.S. in counseling with a specialization in school psychology and the California credential in school psychology for school psychologists who will serve children in grades K-12.

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Rethinking Education and Change: New Visions of Leadership



The preceding chapters explore promising innovations and resourceful approaches to learning and teaching that support immigrant students' school success and future achievement. For the purposes of this publication, certain issues are separated according to chapter themes. In reality, the themes overlap and the issues intertwine. This concluding chapter foregrounds two overarching themes that weave in and out of the profiles presented in this publication. These themes—starting with the learner and schools as strategic sites for collaboration and change—signal new directions in educational change and leadership.

The future of our schools, our children, and our communities in the 21st century will depend on the successful integration and interlinking of communities, social services, and schools in creative, new, expansive ways.

Vern L. Moore,
Assistant Superintendent,
Oklahoma City Public Schools

In a country which is only about 30 years from having a majority of its public school students from "minority" backgrounds, we desperately need to reclaim the ideal of a common school bringing together people from many different backgrounds.

Gary Orfield,
Professor of Education,
Harvard University (1994)
cited in Harvard Graduate
School of Education Alumni
Bulletin, February/March 1994

In concluding this publication, it is imperative to note that education reform must address broader social issues in order for innovative approaches to learning and teaching in schools to be meaningful for students. These broader issues impact immigrant students both in school and beyond the school grounds. Among the most troubling trends in education is the growing racial segregation in the U.S. public school system. Recent studies link racial and ethnic segregation with poverty. Students of color, including most immigrant students, are more likely than white U.S. born students to attend a school in an economically poor school district or a school with limited resources.

The programs profiled in this chapter reflect broader visions of education change. These visions address the social context that ultimately drives change.

Starting with the Learner

As noted in earlier chapters, starting with the learner entails affirming and building on the knowledge and experiences that students already have, whether they are five or fifteen years of age. For immigrant students, this intellectual resource includes knowledge of their home language and culture; understandings of their present situation; and the experience of emigration from their home country to the U.S.

Experience-based and nonformal learning environments can affirm and build on students' knowledge, skills, and experiences in ways that often are not possible in classroom settings. Learning environments that connect inside-school and outside-school learning must be provided for students. In many cases, learning beyond the classroom clarifies for students the purposes of learning in the classroom.

Starting with the learner necessitates rethinking educator roles and relationships and may involve restructuring the school itself. It also requires school-based educators, students' families, and members of students' communities to communicate and collaborate with each other in order to support students more holistically. Given the increasing racial, cultural, and linguistic diversity of schools, in combination with the ongoing education reform in which school-based educators play a key role, there is a need for new kinds of teachers. The need for new kinds of teachers requires new kinds of pre-service preparation and ongoing professional development for teachers.

Schools as Strategic Sites for Collaboration and Change

Vital, new visions for change and leadership in education held in families and local communities are key to a fundamental revitalization of public schooling in the U.S. These visions overlap and diverge. There have been few opportunities for the diverse visions in local communities to come together and negotiate a broader vision.

Schools are, in many respects, where it all comes together, both physically and philosophically. Children and young people, their families, and their communities who otherwise might never interact, encounter each other in the school building and intermingle. Schools represent strategic sites for cross-

community communication and collaboration. Cross-community collaboration requires negotiation.

Schools can serve as a locus for the negotiation of priorities and practices in young people's education, the negotiation of visions. Issues of education that involve personal and cultural values are especially intense because they revolve around preparing young people for their futures. For immigrant students, it is essential that this kind of negotiation be based on starting with the learner. For all communities, including immigrant communities, it is important that this kind of negotiation take place with equitable consideration of all perspectives. For newcomers, in particular, community based organizations can play a critical role as liaisons between families and schools. Community based organizations often are essential partners with both families and schools in the change process.

In this context, leadership in the field of education increasingly will involve facilitating collaboration across boundaries that traditionally have been bridged all too rarely—across racial and ethnic communities; across school districts; across states; across academic/practitioner divisions; across professional divisions. This process of bridging boundaries made some headway in schools devoted to school-based management and shared governance. It is now expanding beyond the walls of the school, and beyond the bounds of the school district. The inspiration and vision that ultimately will determine the character and the success of this process abound in local neighborhoods and communities.

Contemporary Currents

Connecting Systems

Education reform is moving into a new era during the last decade of the twentieth century. For much of the 1980s, reform focused on the individual school as the locus of change, and proceeded primarily state by state. Increasingly education reformers speak of systemic change. A systems approach implies that the whole is greater than the sum of its parts; change in terms of schools alone is not enough. It also implies that the whole system cannot change unless each of its parts changes. No piece—no school, no teacher, no community, no student—can be left out.

For some reformers, systemic change also implies building relationships between school systems and other systems, such as social services and health care systems. Schools represent a critical site for cross-community negotiation and collaboration. They also constitute pieces in a broader network of services and support for young people and their families.

Superintendents around the U.S. are beginning to realize that the concerns they face and the resources they need extend beyond the bounds of their particular school district. Communication, collaboration, and support across school systems, including at the highest level, are important in expanding approaches to change and leadership in education.

The **Lower Yakima Valley School Superintendents Consortium** consists of the superintendents of five rural school districts in the Lower

Yakima Valley in Washington, along with the staff of the Migrant Child Institute, who seek a broader perspective on student issues. The Consortium meets regularly to network around policy issues, curriculum, resources, and alternative programs, with special attention to the needs of Latino students, who constitute the majority of the student population in the area.

The **Migrant Head Start** program based at the Washington State Migrant Council in Sunnyside, Washington ensures that migrant children eligible for Head Start are able to continue in the early education program as they move with their families from one area to another, and from one state to another. The program links Head Start programs in Washington, Idaho, Michigan, Montana, and Texas. Every child's portfolio contains vital information about her or his health, developmental progress, family situation, special interests, and family or personal issues. The portfolio is sent to the particular center that the child enters. This ensures a certain continuity by minimizing bureaucratic barriers and helping teachers ease the child's transition from one center to the next.

Children should not be penalized because of their parents' work pattern. In some cases, school districts and states will need to cooperate at many levels in order to fulfill their responsibility to support the learning and well-being of all children. And, service agencies and community based organizations often can be instrumental as partners in this process.

Building Leadership in Communities

For much of the 1980s, education reformers and reform advocates generally agreed on the principles of decentralization and deregulation, though these principles meant different things to different people. Widespread commitment to site-based management and shared governance took a variety of forms, from "accelerated" to privatized public schools. Earlier consensus around decentralization and deregulation has eroded as the evidence grows that decentralization and deregulation do not guarantee better quality or greater equity in public education. Nevertheless, schools will continue to be a critical site for change. Visions and leadership for that change will need to come from all groups, including immigrant families and communities.

The **New Citizens Project** in Los Angeles, California demonstrates a school district working in important ways to empower immigrant parents. ESL and citizenship classes aim to equip parents with knowledge and skills to become advocates for their children and themselves in the U.S. context. The project also illustrates how different systems with distinct agendas can combine resources and collaborate to achieve a common goal. Recently, the project has collaborated with the city and state governments on an initiative to encourage permanent resident immigrants to become U.S. citizens.

The **Right Question Project** in Somerville, Massachusetts, a community based organization, cultivates groups of bilingual parents to conduct workshops for other parents, including limited English proficient parents, to help demystify school procedures and familiarize parents with such issues as assessment and placement. The goal is to enable parents to make informed decisions about their children's schooling and advocate for their children when necessary. Once parents know the right questions to ask, they can begin to frame

a vision of the education they want for their children and strategies necessary to make that vision a reality.

• • •

This publication and the research project that produced it were inspired by the challenges, some historic and some emergent, that face immigrant students, their families, their communities, and the schools they enter today. These challenges have for the most part been neglected in both the rhetoric and the initiatives advocating excellence in education. The practices profiled here are intended to provide lessons and examples for educators and advocates to begin or continue reframing the issues and charting new directions for excellence in the education of all students, particularly immigrant students.

Migrant Head Start

Washington State

The Migrant Head Start program based in Sunnyside, Washington illustrates the importance of interdistrict and interstate collaborations around educating children. The Migrant Head Start program links Head Start programs in several states so that children of migrant workers who travel with their families from place to place can receive some continuity of services. To ease the transition from one setting to the next, portfolios containing each child's vital information follow the child from center to center. The Migrant Head Start program is a good example of why and how collaborative efforts around education support the growth and learning of all children.

The Washington State Migrant Council (WSMC) is a nonprofit organization serving the rural poor, especially migrant and seasonal farmworker families. Although Washington is the primary state served, WSMC also serves people in Oregon, Idaho, Montana, Michigan, and Texas, through demonstration projects and collaborative programs with similar groups in other states (such as The Tri-State Even Start Project, the Migrant Farm Worker AIDS Education and Prevention Project, and the Texas/Washington National Secondary Project).

Before WSMC was incorporated in 1983, it operated as the early childhood education component of two former agencies, Northwest Rural Opportunities and Washington Citizens for Migrant Affairs. WSMC is now the largest Latino operated nonprofit agency in the Pacific Northwest, with 24 Child Development Centers, 3 program offices, 1 administrative office, more than 600 staff total, and an annual budget of more than \$10 million.

One of WSMC's longest running programs is the Migrant Head Start (MHS) program. The children of migrant farm worker families are often not able to participate in early childhood development programs because their families follow the crops, which can place them at a great disadvantage upon entering school. The MHS program was developed to provide these services with the flexibility necessary to meet the needs of migrant farm worker families.

Although WSMC was incorporated in 1983, they have, under previous incarnations, run the MHS for close to 20 years. They are one of two main providers of MHS in the state. (The other major provider is an organization called EPIC, which serves different regions of the state.) WSMC's MHS now has 24 centers throughout Washington state. In 1991, they served 1123 migrant children. In 1993, they were funded to serve 1962 migrant children, although the actual number served was 2527 children. They presently have approximately 300 staff members working in the 24 centers and the administrative office.

The program is funded by the Office of Human Development-Health and Human Services—Children Youth and Families. To be eligible, parents must be actively employed in agricultural work at the time of registration, and there must be some proof of their status as migrants. If they are eligible, there is no fee for the program. The WSMC MHS program is in high demand, with children coming and going regularly. There is a lengthy waiting list, and vacancies fill immediately.

Each of the Migrant Head Start centers has a similar program, so children who move into and out of different areas during the harvest season are able to continue, with some time for social adjustment. When a family moves to another Migrant Head Start center, whether it is in another part of the state or in another state (e.g., a child may start off near Yakima, Washington, move to Mt. Vernon, Washington, then to Tonasket, Washington, and then to San Antonio, Texas), parents provide the location of the Migrant Head Start center their child last attended, and the new center sends for the child's portfolio. The portfolio contains information on the child's progress, development (including family situation), interests, and health and medical reports.

The WSMC Child Development Centers run other programs as well, including the Seasonal Farm Worker Child Care program, the Chapter I Migrant Education Program, Region X Head Start Program, the Early Childhood Education and Assistance Program (modeled after the federal Head Start Program), and the Women, Infants, and Children Program (WIC).

Each program has separate funding and eligibility requirements, allowing WSMC Child Development Center staff to design service packages for the specific needs and situations of different families. For example, one of the goals of WSMC is to help families get out of the migrant stream and settle in one place. However, the irony of this is that once a family settles, they may no longer be eligible for services such as Migrant Head Start. Because of the variety of programs run out of the WSMC Child Development Centers, the staff have some flexibility to continue to provide some level of service as the status of migrant families changes. Once a family settles, they may become eligible for the Seasonal Farm Worker Child Care Program funded by the Department of Social Health Services (DSHS) which does not require that families be migrant farm workers, but rather that the parents be working in agriculturally related work, or agencies serving seasonal farm worker families.

In the WSMC MHS programs, children engage in activities to develop their pre-literacy skills in a bilingual, bicultural setting. They use a learning environment approach, Creative Curriculum, in which children learn "concepts through interaction with the classroom environment." Their activities include group time, story time, and other learning activities. In addition to providing safe child care away from the fields, MHS provides children with early exposure to group socialization in a bilingual setting. Children are served nutritionally balanced meals each day—breakfast, morning snack, lunch, and a midafternoon snack.

Although the program is designed to serve all migrant children from birth to age five, individual centers may not serve all ages, depending upon the resources of each center. Most WSMC MHS centers are open Monday through Friday; hours vary reflecting the seasonal activities connected to the different crops. During peak harvest season, for example, some centers are open on Saturdays to accommodate the child care needs of the families.

The growing season starts out early in the spring (March) with asparagus, quickly followed by daffodils, tulips, strawberries, broccoli, hops, cauliflower, cucumbers, raspberries, cabbage, potatoes, peaches, cherries, and ending up with the apple harvest in autumn (mid-October). Families move around the state following the crops and may not be in the same location for more than a few weeks at a time during the growing season. There are MHS centers located in the major agricultural regions, so children can continue to receive services as the family moves around the state during the season.

Migrant Head Start does not provide services for children during the winter. During the winter months, the work activities are not at the frenzied pace of the growing and harvest season, and this allows families to remain in one location throughout the winter. The seasonal winter jobs include soil preparation, pruning trees in orchards, and crop preparation.

For more than a year, WSMC MHS has run a family literacy component to help parents and other adult family or household members learn to read, write, and speak English, while helping their children to do the same. Based on the premise that they do not need to be literate to do this, adult family members learn to help children read by sitting with them and looking at picture books without words, telling stories as they turn the pages. Other lessons and skills learned in the family literacy program include how to shop for sales, how to read sales flyers and other advertisements, how to follow recipes, and how to develop fun, educational, and inexpensive activities with children.

The WSMC MHS family literacy program serves approximately 500 families. This program runs all year long in the evenings, and attendance has remained high throughout the seasons. Also, there is a recognition that families will settle in one location for the winter because of the nature of seasonal farmwork, so the requirements for proof of their migrant status are less stringent for the family literacy component of the program. Single men or women who are not parents, but live with an eligible family, are also encouraged to participate in the family literacy program. Next year, WSMC MHS plans to train 110 adults who have been involved in the program this year as parent trainers.

In addition to this program, WSMC provides other programs for adults to learn to read, write, and speak English. In conjunction with local school districts, they provide an adult education English as a Second Language (ESL) program in the evening for migrant workers who work in the day. There are also numerous vocational training programs for post-high school youths.

The Migrant Head Start program is not specifically linked to local school districts, although there is a transition process for children moving from Migrant Head Start to kindergarten. The parents and a Migrant Head Start social service clerk meet with the school counselor and kindergarten teacher to discuss the child's progress and any special difficulties observed.

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Consortium of School Superintendents

Lower Yakima Valley, Washington

As this publication was going to press, NCAS was informed that the Sunnyside School District, the district that convenes the Consortium, has had a change in its leadership. Due to other needs and priorities, the district has not been able to convene the Consortium regularly. Although there is a question of whether the Consortium will sustain itself, NCAS has decided to include this profile in order for readers to explore the Consortium concept. NCAS is most grateful to the current superintendent of the Sunnyside School District, James M. Chambers, for his graciousness in granting NCAS permission to disseminate this profile.

Washington state's major urban areas are located in the densely populated western third of the state. The more sparsely settled eastern two-thirds of the state are divided from the west by the Cascade Mountains. Eastern Washington is largely rural and agricultural, consisting of mostly small towns and a few medium size cities. The Lower Yakima Valley of south central Washington state (in eastern Washington) is the major agricultural region of the state with wheat and vegetable farms, orchards, and livestock ranges. Migrant farm workers, predominantly Latino, have long provided the seasonal farm labor. Over the years, a growing community of Latinos has settled in the Lower Yakima Valley and they now comprise the largest non-Anglo population in the region.

The needs of the largely rural eastern part of the state are often substantially different from those of the western urban centers. For example, the Seattle Public School District enrollment for 1992 was 44,076 students, while the Sunnyside School District enrollment for 1992 was 4,558 students.

Dr. Larry Wise was the superintendent of the Sunnyside School District from 1990-93. During this time, he often turned to rural districts in other states, particularly California and Texas, for ideas and solutions to problems he encountered in his district. Dr. Wise also began to talk to and meet with superintendents in the other Lower Yakima Valley school districts. The success of these meetings prompted the establishment of the Consortium of School Superintendents in Lower Yakima Valley.

The Consortium consisted of the superintendents of five rural school districts in the Lower Yakima Valley, plus the Migrant Child Institute (MCI). The Consortium met monthly for one year, rotating meeting sites to different districts, to network and share ideas and strategies about policy, curriculum, and alternative programs for their student populations. The Consortium required a relatively low financial investment and time commitment, and provided opportunities for its members to find out how other people were approaching similar issues, what worked and what didn't, and to identify the local struggles and resources.

In 1992-93, there was a total of 11,000 students in the five school districts. The majority were Latino (67 percent Sunnyside; 60 percent Grandview; 82-90 percent two other districts; 35-40 percent fifth district), with an average student population of 50 percent Latino, 1-2 percent African American, 1-2 percent Asian, and the remainder white. There were some Dutch immigrant students in the districts, but most attended parochial schools, so the majority of students in the bilingual programs were Spanish language dominant.

Much of the purpose of the Consortium grew out the Sunnyside School District mission. The mission statement reads, "The mission of the Sunnyside School District, a rural multi-cultural community, is to produce responsible, productive, critical thinking citizens capable of adapting to an ever-changing world, by providing a system of quality education based on appropriate curriculum, effective instruction, community support, and family commitment."

To this end, the Sunnyside School District built alliances with community organizations, such as the Washington State Migrant Council, a nonprofit organization serving the needs of seasonal and migrant farm workers, to provide services to students whose needs had not been previously met. The Sunnyside School District shared information about this collaboration and the resulting programs with other districts in the region.

The Consortium investigated greater involvement with an interagency team building approach. Interagency collaboration has become more important as schools are asked to provide more services to the community at the same time that funds are being cut. It is also a way to avoid duplication of services and consolidate available resources. The Consortium members looked into different areas of interagency work that have, in different districts, included agencies within the mental health field, the Department of Justice, local police departments, probation officers, Child Protective Services, and community organizations such as the Washington State Migrant Council and the Migrant Child Institute.

At one of the Consortium meetings, a program was presented examining issues and problems that arise for students who are limited English proficient (LEP) and have special needs. This meeting was also attended by special education (SPED) and bilingual teachers from each of the districts. The program was well received, and the Consortium was considering having a follow up session the following year.

Other Consortium meetings focused on gang issues and interventions, parent education, dropout prevention, and prekindergarten to kindergarten transitions. The following are some of the programs that were tried in one of the five school districts and shared with other districts in the Consortium:

Habitat for Humanity offers an alternative program for at-risk students, as part of a dropout and gang prevention program. Students are required to attend only a half-day of classes on campus. They spend the rest of the day under the supervision of a local contractor learning construction skills by building neighborhood housing for low income families. The program helps to develop self esteem along with applicable math and language skills. As another part of the program, students perform home repairs for low income senior citizens. A local Rotary Club purchases all materials for repairs and students make repairs on the houses, such as repairing windows or cabinets, replacing doors, or building storage sheds. Most of the money for the program is raised through Habitat for Humanity funds and through local fundraisers. The local Department of Justice has also sponsored some parts of the program.

Through participation in this program, many students have gotten summer jobs. This program has been credited with turning life around for many students in the program. One former gang member is now a journeyman carpenter.

Another program that was shared in the Consortium was the Parent Education Leadership Training (PELT) program for 10 parents of LEP students. They are taught to access the school system, to understand how the system functions, and to become involved in how the school functions. Another benefit is that parents learn how to support teachers, promoting a greater understanding between parents and teachers. Traditionally, many of the parents have been intimidated by the school system and the teachers. They have not always shown up for school meetings or parent teacher conferences. Among the goals of PELT is for parents to learn to become advocates for their children as students, and to develop parent leaders, training them to become leaders of parent groups, eventually building a constituency of parent advocates.

Other programs include an alternative bilingual kindergarten program. LEP kindergarten students attend a half-day of regular kindergarten, and a half-day of intensive English language development. The kindergarten program has been very successful in preparing students to transition into mainstream first grade classes. Sunnyside School District is expanding this program from one to three classes next year. They plan to enroll 108 students in the program.

Another program is the Early Outreach Scholars program for students who are the first in their families to reach middle school. This program is to help ease the transition to high school, and to encourage the students to go on to college. They get extra tutoring and visits with professors from the University of Washington and other state universities.

The members of the Consortium felt that the Consortium was beneficial for all involved. The increased contact and communication among colleagues was an effective way to cut through the isolation they had sometimes experienced as superintendents of rural school districts. By sharing information, comparing notes, brainstorming together, or presenting programs on specific topics (such as the LEP/SPED program), they gained fresh perspectives on issues common to all the districts involved. They also provided consultation for each other, thereby stretching a limited pool of resources in a time of increased demand for services combined with significant cutbacks.

For the rural educators involved, the concept of the Consortium seems to be a good way to build a broader base of resources that could work in any part of the country. At the time of this documentation, members of the Consortium were hoping to seek outside funds to hire a part-time facilitator for the Consortium and to present more programs like the LEP/SPED program to a wider audience, including classroom teachers and parents.

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The New Citizens Project

Los Angeles, California

The New Citizens Project in Los Angeles, California prepares permanent resident immigrants for the Immigration and Naturalization Service (INS) citizenship exam. Teachers with special training employ a competency-based second language acquisition approach. Many participants are parents of children in the public schools. The program includes courses in U.S. history and government. As parents learn about the U.S. legal and political systems and become more aware of their rights as citizens, they are in a better position to support their children's academic success and advocate on their behalf.

The Los Angeles Unified School District is the second largest district in the United States and the largest district in California. LAUSD has an adult school population of 230,000 students. There are 39 adult school sites in the district, many with 6 to 10 satellites. The city of Los Angeles is home to one of the largest Spanish speaking populations in the world. The rich diversity of nationalities, language, ethnicity, and religion is possibly the most distinctive feature of the city in the 1990s.

LAUSD has offered citizenship courses through adult education since 1903. Given the city's population and the interest in adult education for the immigrant population, the district is recognized nationally for its leadership in developing materials and curricula for English as a Second Language (ESL) citizenship courses.

The New Citizens Project began in 1993. Approximately 1.6 million California immigrant residents who applied for legalization are currently eligible to apply for citizenship. There were an estimated 20,000 Adult ESL Citizenship students enrolled in the New Citizens Project classes in the fall of 1993. This estimate represents a significant increase from the 2,000 who enrolled in citizenship courses for fall 1992. The goal of the New Citizenship Project is to provide permanent resident immigrants with courses in U.S. history and government to prepare them for the Immigration and Naturalization Service (INS) citizenship examination.

The district governmental affairs offices in Washington D.C. and Sacramento advised the district leadership to prepare curricula and materials 18 months prior to President Reagan's signing the 1986 Immigration Reform and Control Act (IRCA). The district's anticipation of the phase II IRCA educational requirements was key to the preparation of materials and curricula. Presently, there are more than 200,000 graduates of the LAUSD Amnesty courses who are eligible for citizenship.

The requirements for these individuals to become citizens include passing a test on U.S. history, the Constitution, and the three branches of government.

Building upon its experience with implementing the Amnesty Education Program, the district is prepared to offer citizenship courses.

Courses for the New Citizens Project are to be offered at all community adult schools in the LAUSD. The teaching staff are credentialed teachers from the district. The courses are in English, but bilingual instruction is offered in the content upon request. Instruction is geared for students for whom English is a second language. The U.S. History and Government course is designed to prepare students to pass the INS examination for citizenship as administered by the INS or the Educational Testing Service (ETS).

The Adult Education ESL/Citizenship programs run year round. The citizenship courses are 60 hours and can be completed in a semester, usually with one class meeting a week for two hours. Classes are offered in the early morning, throughout the day Monday through Friday, and on Saturday. Most Adult Education ESL/Citizenship students are part-time students. The LAUSD offers child care on a limited basis to full-time students only.

Faculty in LAUSD Adult Education ESL/Citizenship courses must be credentialed as elementary, secondary, or adult education teachers. This training should be sufficient for them to competently teach the ESL/Citizenship curricula. Faculty who have only the Adult Education Teaching credential must have a background in the social sciences. The Adult Education ESL/Citizenship Department of LAUSD conducts staff training workshops in two major conferences during the regular academic year, one in the fall and the other in the spring. The conferences are voluntary for the faculty and include workshops on the citizenship process, ESL teaching methods, linguistics, and utilization of computers with Adult ESL/Citizenship students. In addition, school sites may offer in-service training on a voluntary basis to faculty. Faculty members for the New Citizens Project are offered additional training on a voluntary basis from the coordinator of the Adult ESL-Amnesty, Citizenship, and Spanish Literacy Programs of the LAUSD.

Teacher training and the experience of teaching in the New Citizens Project deepen faculty understanding of multicultural education. For example, faculty members have to design lessons for various linguistic and cultural groups. Given the well-publicized interethnic conflicts in Los Angeles, it is valuable for the teaching staff to be well trained to work with racially and ethnically diverse student populations.

Many of the New Citizens Project faculty members who are credentialed elementary or secondary teachers have training through Chapter I programs to strengthen the interaction between teachers, parents, and students. Chapter I also provides training to parents on organizational skills and on how to help their children in the educational process.

Faculty members who have only the adult education credential tend to be part-time teachers and are only available to interact with the students during class time. Unfortunately, most New Citizens Project students are part-time as well, making it extremely unlikely that any interaction between students and teachers will take place outside of class.

Credentialed K-12 teachers who teach children of immigrants in public school during the day have social studies, U.S. history, and U.S. government background as well as the minimum of 40 hours of course work in teaching methods. As a result, they are well equipped to design curricula and understand the students enrolled in the New Citizens Project courses. With the guidance and additional training provided by the site administrator of the project,

plus the knowledge of the parents and local communities, many of these teachers are acutely aware of the problems that face immigrants, and of the benefits that naturalization can have on their quality of life.

Many of the teachers in the LAUSD New Citizens Project have requested more training in the immigration process and in the step by step application procedures. In the future, the Adult Education and ESL Citizenship Department of LAUSD is considering offering additional training with the INS on the immigration process from the point of application to the oath of naturalization.

The Adult Education ESL Citizenship Department has established a Citizenship Development Committee, which includes the Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA), other neighboring school districts, and other community based organizations (CBOs). LAUSD uses this committee to assist other districts and CBOs in the development of curricula, materials, and teacher training.

In 1993, the LAUSD joined with the Mayor of Los Angeles, the City Council, members of the Los Angeles delegation to the State Legislature, and INS officials to launch a major public relations initiative to encourage eligible permanent resident immigrants to become citizens. In addition to holding a citywide press conference with Mayor Bradley and the other dignitaries, the staff of the Adult Education ESL Citizenship department of LAUSD had been making presentations to the district's Bilingual Parent Advisory Committees. These committees exist at every school where there is a bilingual education program. Presentations also have been conducted before district-wide committee meetings which typically have more than 200 people in attendance. More than 200,000 flyers had been distributed through presentations at the various district and school site bilingual education advisory committees in 1993.

Since February 1993, the LAUSD has also publicized the New Citizens Project in neighborhood Spanish language newspapers, on radio and television, and by distributing thousands of flyers at public events such as the LA Street Fair and the grand opening of the metro subway. The flyers appear in English, Spanish, Chinese, Korean, and Armenian.

As a result of the frequent contact with parents of the bilingual advisory committees, staff of the LAUSD Adult Education ESL Citizenship department have learned that many children in the district are undocumented immigrants. In those instances where the parent is a permanent resident immigrant and their children are undocumented, the dilemma is central to their interest in becoming U.S. citizens. Minor children derive their residency status for purposes of higher education partly from their parents. More importantly, if parents are naturalized citizens they can assist their children in the legalization process. In order to receive most forms of state and federal financial aid for college, a student must be a permanent resident or U.S. citizen.

One of the aims of the program is for parents, as they learn about the U.S. legal and political system and become more aware of their rights as citizens, to be able to support better their children's academic success and advocate for their education rights. LAUSD, in sponsoring this program, hopes to enhance the status of immigrant households; strengthen families; foster greater parent involvement in schools; and provide a basis for parent leadership around education issues in the local community.

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The Right Question Project

Lawrence and Somerville, Massachusetts

The Right Question Project, Inc., located in Somerville, Massachusetts, is a community based, parent empowerment program that targets parents of school age children. Through a series of workshops and trainings, parents expand the knowledge and skills they need to advocate on their children's behalf and eventually engage in public decision-making processes. Workshop topics are determined by the parent group being addressed. The Right Question Project, Inc. is particularly committed to helping LEP parents understand school procedures, including those that govern assessment and placement, so that parents can advocate for their children and make informed decisions regarding their children's education.

The Right Question Project is a community based, rather than school based, project to train parents to become advocates for their children. Ideally, parents trained by the Right Question Project become advocates in a cooperative partnership between the school and the community. Any school administration that is prepared to work in partnership with parents toward education reforms locally and nationally could greatly benefit from having a group of parents this well equipped to advocate for their children. School administrators could also explore this approach as a potential strategy for a community outreach or conflict resolution program. It could easily be added onto an adult or family literacy program.

The Right Question Project grew out of involvement with a dropout prevention program in the Lawrence, Massachusetts school district. As a coalition of parents and educators searched for ways to improve the program, they came to the realization that parent involvement was a key link in the process. However, many of the parents were recent immigrants with limited English proficiency themselves. In trying to get help for their children, parents voiced the concern that, "we don't even know what questions to ask."

The Right Question Project was developed two years ago to address this gap between the parents' desire to assist their children's education and their own lack of understanding of how the system works or even their right to understand the process. The Right Question Project developed a series of workshops to train low income or marginalized parents to "advocate for themselves and their children" and to "participate as effective citizens in the decision-making processes that affect them."

The goal of their workshop strategy has been to enable parents to become effective advocates for their children. The training facilitates parents' increasing their critical thinking and analytic skills: "Our role is not to give parents information, but rather to discover with them the questions that will help parents advocate for their children."

The strategy of the Right Question Project has been to empower parents who have become disengaged (because of language, poverty, or other forms of barriers) and labeled apathetic, "to think in new ways about their role in securing a good education for their children." In this process, the parents will then be able to advocate for their children and themselves, eventually becoming more independent and "engaged in the public decision-making and democratic processes that impact them."

The Right Question Project has been most effective working with existing parent groups (rather than unaffiliated individuals) that can provide a supportive system for parents to learn together. The parents can then decide what questions and issues to research and address as a group. They have worked with community based parent groups, including the Latino Parents Association, and a neighborhood group of low income white mothers.

The workshops are developed with the parent groups based upon the needs and concerns of that particular group. Workshops have addressed topics and questions such as "tracking," the difference between dependence and independence, and "What is my child supposed to learn?" Workshops use handouts, role play, and discussion. Discussions are led by facilitators from within the group who have been trained by the Right Question Project staff. In the discussions, participants share their concerns and thinking about various issues.

For example, in the workshop on "tracking," some parents were given a packet that included a sheet printed with the following:

"The full curriculum is 100 pages long.
Your child will be taught the entire 100 pages."

Some other parents were given a packet with the following:

"The full curriculum is 100 pages long.
Your child will be taught only the first 50 pages."

Some of the questions that came up included: "How are class assignments made?" "What criteria, evaluation process, and testing procedures are used?" "Who makes the decision and when is it made?" "Why is my child being taught only the first 50 pages?" "Am I supposed to be involved in this decision, like when my daughter was put in Special Education?"

The Right Question Project workshops are usually presented as a series of workshops. They do not provide long-term, ongoing support, but, because of the nature of these trainings, these workshops trigger a process of self-advocacy and learning that leads to greater self-empowerment. Part of the value of working with an existing parent group is that as they share the experience of learning together, parents can also encourage each other to continue to ask questions.

The Right Question Project is interested in working with schools to build stronger parent advocate groups, provided that the schools understand that the benefits to the school may not be direct ones, or in the form of short-term or easy solutions. They are interested in developing a previously untapped pool of life-long advocates for children that can lead to valuable partnerships with schools.

As the Right Question staff say, "parents do not need to be experts to advocate for their children, but they do need to be able to ask questions of the experts. We have learned from many parents that when they acquire self-advocacy skills, they are more able and more likely to support, monitor, and advocate for their children's education, and for education reform. It is a positive way to bring parents into the discussion and to build capacity within the community that can be tapped by schools to create a better learning environment for all." As one parent says, "Now, I see how I can help my children."

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Appendix A

National Coalition of Advocates for Students (NCAS)

The National Coalition of Advocates for Students (NCAS) is a nationwide network of 22 experienced child advocacy organizations that work to improve access to quality education for all students, particularly those who are poor, members of racial, ethnic, or linguistic minority groups, recently immigrated, and or physically challenged. Rooted in the civil rights movement of the 1960s, NCAS's work is informed by three decades of advocacy experience on the part of its member groups.

NCAS uses a variety of strategies to change school policy and practice so that it supports the educational success of most-vulnerable students. These strategies include organizing public hearings, convening meetings of parents and educators, disseminating findings from research projects, and providing technical assistance to public schools and local organizations.

NCAS's work in schools and communities is primarily supported by grants from national and local foundations and the federal government. NCAS is a national non-profit organization.

Member Organizations

Advocates for Children of New York

24-16 Bridge Plaza South
Long Island, NY 11014-6201

Arkansas Advocates for Children and Families

931 Donaghey Building
103 East 7th Street
Little Rock, AR 72201

ASPIRA Association, Incorporated

1112 16th Street NW, Suite 340
Washington, DC 20036-4823

California Tomorrow

Fort Mason Center, Building B
San Francisco, CA 94123-1380

Center for Law and Education

1875 Connecticut Avenue NW,
Suite 501
Washington, DC 20009

Center for Law and Education

955 Massachusetts Avenue, Suite 3-A
Cambridge, MA 02139

Children's Defense Fund

25 E Street NW
Washington, DC 20001

Citizens Education Center

310 First Avenue South, Suite 330
Seattle, WA 98104

Coalition for Quality Education

1702 Upton Avenue
Toledo, OH 43607

Designs for Change

220 South State Street, Suite 1900
Chicago, IL 60604-2163

The Education Law Center-NJ

155 Washington Street, Room 209
Newark, NJ 07102-3016

The Education Law Center-PA

801 Arch Street, Suite 610
Philadelphia, PA 19107

**Institute for Citizen Involvement
in Education**

c/o Public Education Institute
Building 4090
Livingston Campus, Rutgers
New Brunswick, NJ 08903

**Intercultural Development
Research Association**

5835 Callaghan Road, Number 350
San Antonio, TX 78228-1125

Kentucky Youth Advocates

2034 Frankfort Avenue
Louisville, KY 40406-2029

Massachusetts Advocacy Center

95 Berkeley Street, Suite 302
Boston, MA 02116

**Multicultural Education Training
and Advocacy, Incorporated**

240-A Elm Street, Suite 22
Somerville, MA 02144

National Council of La Raza

810 1st Street NE, 3rd Floor
Washington, DC 20002

**North Carolina Education
and Law Project**

P.O. Box 27343
Raleigh, NC 27601

Parents Union for Public Schools

311 South Juniper Street, Suite 602
Philadelphia, PA 19107

**Statewide Youth Advocacy,
Incorporated**

40 Sheridan Street
Albany, NY 12210

Student Advocacy Center

The New Center Building
1100 North Main Street
Ann Arbor, MI 48104-3006

NCAS Center for Immigrant Students

Public schools across the nation are enrolling unprecedented numbers of young immigrants from every continent in the world. These young newcomers face unique challenges and opportunities, as do the schools they enter. In 1988, NCAS published *New Voices: Immigrant Students in U.S. Public Schools*, the first comprehensive two-year study on the experiences of immigrant students in U.S. public schools. In 1990, NCAS established the Center for Immigrant Students to: 1) facilitate collaboration nationwide among immigrant community groups, educators, advocates, and policy makers; 2) provide training and networking support to school districts and community based organizations to better serve immigrant students; 3) identify emerging issues concerning immigrant children and analyze public educational policy initiatives for their likely impact on immigrant students; and 4) document and disseminate innovative and effective school practices that promote immigrant student learning and general well-being.

National Advisory Board

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and Citizenship Forum
Washington, District of Columbia

Hai T. Tran

Director
Bilingual Education
Multifunctional Resource Center
University of Oklahoma
Norman, Oklahoma

Resources

The following NCAS national projects represent a rich resource for school districts and communities. All project directors and consultants may be reached through NCAS, 100 Boylston Street, Suite 737, Boston, MA 02116, (617) 357-8507.

CHIME (Clearinghouse for Immigrant Education)

Coordinator: Cynthia Coburn

CHIME is an interactive clearinghouse and networking service that facilitates access to educational materials, organizations, and individuals concerned with the effective education of immigrant students. CHIME staff survey available research, help make networking connections, and provide strategies and advice in response to specific requests. CHIME can be reached at its toll-free number, **1-800-441-7192**.

Good Common School Project

Director: Richard Gray, Jr.

The Good Common School Project addresses the need for fundamental school reform. The project publication, *The Good Common School: Making the Vision Work for All Children*, defines ten critical student entitlements to make schools more responsive to the needs of all students. By blending a vision of fairer schools with a critique of current education research and school policies and practices, *The Good Common School* offers parents, educators, and advocates a comprehensive guide to advocacy-driven school reform.

Looking for America/Buscando America Project

Consultant: Delia Pompa

American society becomes more diverse each year as immigrants from all over the globe stream to this country. This increased diversity challenges existing ethnic power relations, simultaneously creating great opportunity and great risk. The Looking for America/Buscando America Project is designed specifically to understand better the relations between immigrant students and U.S. born students in schools, and to intervene directly at seven school sites nationwide to improve intergroup relations. In addition to providing assistance to the school sites, the project documents promising practices on intergroup relations across the country. Many of the practices are in its recent book, *Looking for America Volume I: Promising School-Based Practices in Intergroup Relations*. The project will also release a final report that shares lessons learned from direct intervention in the schools.

The National Asian Family/School Partnership Project

Director: Bouy Te

The National Asian Family/School Partnership is the first national, three-year project that focuses on Asian families. Its goals are: 1) to expand the knowledge base on Asian family/school partnerships by identifying, developing, and determining the effectiveness of specific school and community based strategies; 2) to support the school success of Asian students in selected communities by providing training, networking assistance, and other resources to both schools and community based organizations that serve Asian students and their families; and 3) to share strategies with various schools and community groups in communities where there is an interest in developing stronger ties between Asian parents, communities, and public schools. Six cities are participating in this project. In addition to planning and implementing partnership activities, the project will produce interim internal reports, and a final report with findings and recommendations to be disseminated nationwide.

The Center for Immigrant Students

Director: Vivian Wai-Fun Lee

Public schools across the nation are enrolling unprecedented numbers of young immigrants from every continent in the world. These young newcomers face unique challenges and opportunities, as do the schools they enter. In 1988, NCAS published *New Voices: Immigrant Students in U.S. Public Schools*, the first comprehensive two-year study on the experiences of immigrant students in U.S. public schools. In 1990, NCAS established the Center for Immigrant Students to: 1) facilitate collaboration nationwide among immigrant community groups, educators, advocates, and policy makers; 2) provide training and networking support to school districts and community based organizations to better serve immigrant students; 3) identify emerging issues concerning immigrant children and analyze public educational policy initiatives for their likely impact on immigrant students; and 4) document and disseminate promising school practices that promote immigrant student learning and general well-being.

Viviremos HIV Education Project

Director: Devon Davidson

The Viviremos HIV Education Project helps health, education, and community agencies develop effective HIV/AIDS education programs for migrant farmworkers and immigrant adolescents. Viviremos offers training on culturally competent approaches to HIV education for Latino youth and identifies easy-to-read bilingual HIV education materials. Viviremos publications include: *Guidelines for HIV and AIDS Student Support Services*, *Criteria for Evaluating an AIDS Education Program*, *STEPS to Help Your School Set Up an AIDS Education Program*, and *'Viviremos' On the Road to Healthy Living El Camino Hacia La Salud*, an English-Spanish HIV curriculum.

Publications from NCAS Center for Immigrant Students & CHIME

Achieving the Dream: How Communities and Schools Can Improve Education for Immigrant Students (1993). This manual examines key areas of educational concern for young immigrants in U.S. public schools, and discusses specific action steps to achieve progress. It also provides as resources a listing of national organizations and publications, as well as a state-by-state directory of community based immigrant advocacy groups. 95 pages. \$10.00.

Immigrant Students: Their Legal Right of Access to Public Schools (Rev. 1992). This manual reviews immigrant students' *Plyler v. Doe* right of access to public schools, and describes both prohibited and recommended school practices. 63 pages. \$12.00.

New Voices: Immigrant Students in U.S. Public Schools (1988). *New Voices* is the first national study of how young immigrants are faring in U.S. public schools. The book discusses recent immigration trends, barriers faced by immigrant students, and recommendations for school changes. 176 pages. \$16.95.

New Voices Newsletter. This free quarterly newsletter focuses on contemporary issues faced by immigrant students. Each issue contains advocacy perspectives, promising practices, and a list of selected readings on a featured topic. Copies of back issues are available.

School Opening Alert. A free bilingual (English/Spanish, English/Haitian Kreyol) informational flyer that outlines the legal right to public school for undocumented immigrant children, with examples of recommended and prohibited practices for public schools serving this population.

Selected Readings from CHIME. Free annotated bibliographies are available on specific topics—immigrant parent participation, Haitian students, multicultural education, assessment and placement, support services, addressing racism and violence, school climate, and school finance.

For a full listing of NCAS publications, contact NCAS for a free copy of *Catalog of Resources*.

Appendix B

The Good Common School Ten Educational Entitlements of All School Children

1. Children are entitled to have parents, advocates, and concerned educators involved in all decisions affecting their education.
2. Children are entitled to learn in an integrated, heterogeneous setting responsive to different learning styles and abilities.
3. Children are entitled to comprehensible, culturally supportive, and developmentally appropriate curriculum and teaching strategies.
4. Children are entitled to access to a common body of knowledge and the opportunity to acquire higher-order skills.
5. Children are entitled to a broadly-based assessment of their academic progress and grading structures that enhance individual strengths and potential.
6. Children are entitled to a broad range of support services that address individual needs.
7. Children are entitled to attend schools that are safe, attractive, and free from prejudice.
8. Children are entitled to attend school unless they pose a danger to other children or school staff.
9. Children are entitled to instruction by teachers who hold high expectations for all students and who are fully prepared to meet the challenges of diverse classrooms.
10. Children are entitled to an equal educational opportunity supported by the provision of greater resources to schools serving students most vulnerable to school failure.

Appendix C

Glossary of Terms

Bilingual Education

In 1974, the Supreme Court decision *Lau versus Nichols* established equal access to education for limited English proficient students. The court ruled that special, linguistically appropriate instruction is necessary to guarantee equal access to education for limited English proficient students. Equal educational opportunity is not achieved by providing limited English proficient students with the same teachers, curriculum, and materials as English speaking students. Bilingual education is the best guarantee that limited English proficient students have equal access to meaningful learning.

Bilingual education includes a variety of approaches to ensure equal access to educational opportunity for limited English proficient students. Full bilingual education programs provide primary language instruction, English as a Second Language (ESL), and multicultural self esteem components. Several major forms of bilingual education include the following kinds of programs:

Maintenance bilingual program. Maintenance programs support development of home language proficiency even after the student develops proficiency in English. The student does not lose a language in gaining one, and becomes literate in two languages.

Transitional bilingual program. Transitional programs use the student's home language for instruction to support English language and content area learning. The ultimate goal is to mainstream students into English taught classes. Transitional approaches do not aim to maintain or develop the student's home language literacy.

Two-way bilingual program. Two-way bilingual programs are a form of maintenance bilingual education. Two-way bilingual education integrates language minority and language majority students with instruction in two languages, English and the home language of the language minority group. Students are integrated for most or all of content instruction. The goal is bilingual proficiency for students in both language groups. Since much content area instruction is provided in the home language of the language minority students, they are able to develop their literacy in their home language as they develop proficiency in English. Other names for two-way bilingual programs include developmental bilingual, dual language, interlocking, bilingual immersion, and double immersion.

Chapter I

Chapter I of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) accounts for the federal government's largest investment in elementary and secondary education. The purpose of Chapter I is to provide financial assistance to local education agencies serving areas with concentrations of children from low income families to expand their educational opportunities, particularly by meeting the special needs of children who are "educationally deprived" in the language of the law.

ESL (English as a Second Language)

ESL refers to the teaching of English, including grammar, semantics, and pronunciation, to speakers of other languages.

Content-based ESL. Content-based ESL is an approach that teaches English through content area subject matter, rather than solely English language instruction. The goal of content-based ESL is to ensure that limited English proficient students progress academically in content areas, rather than being decelerated in their academic learning due to their limited English proficiency.

Sheltered (English) Instruction. Sheltered English instruction is a form of instruction that is neither a form of English submersion, nor primary language instruction. It is intended to make core academic subject matter accessible to limited English proficient students using particular methods developed for students who are learning but not fluent in English. Sheltered English generally best serves limited English students who are at the intermediate level, with comparable proficiency in English.

Immigrant

In this publication, the term "immigrant" refers to all persons in the following categories as they are legally referred to under immigration law and the Immigration and Nationality Act (INA) of 1952:

- all persons who were born outside of all 50 U.S. states, Puerto Rico, Virgin Islands, Guam, and outlying possessions of the United States;
- all persons who have not claimed their citizenship as a result of being born outside the United States to a U.S. parent(s) (where eligible); and
- all persons who have not been naturalized in the United States.

NCA^{*} National Center for Immigrant Students usage of the term "immigrant" includes refugees and undocumented immigrants.

LEP (Limited English Proficient)

Limited English proficient is often used in general terms to describe individuals who are neither fluent nor literate in English. The term also often has a specific official definition based on certain standards in a state or a school system to refer to students whose spoken and written proficiency is not sufficient for mainstream English taught classes at grade level. Limited English proficient students are entitled to an instructional program with language support services to prepare them to function in an English taught program.

Primary language instruction

Instruction for limited English proficient students that has two dimensions—instruction through the students' home language to teach the same content that English-speaking students learn in English; and instruction in the student's home language to develop literacy as well as oral proficiency in the home language.

Title VII

- ^{*} Title VII of the Elementary and Secondary Schools Education Act (ESEA) dates from 1967, when Congress provided for federal funds to be granted to school districts, schools, and universities for programs for limited English proficient students and for literacy programs for families.

Appendix D

Research Methods and Process

The practices and programs included in this publication represent approximately one-half of the total number of promising practices and programs across the U.S. that the research team identified and documented between November 1992 and June 1993. All programs included in this publication were visited by a member of the research team.

In the early stages of this research undertaking, the National Coalition of Advocates for Students (NCAS) Center for Immigrant Students issued a national call in professional publications and by letter to national and local organizations, as well as school districts, for nominations. In addition to the responses to NCAS's call for nominations, the project relied on recommendations by the NCAS Board of Directors and National Center for Immigrant Students advisory panels, respected professionals, and members of the research team to identify potential programs.

After identifying potential programs, the research team conducted preliminary research based on telephone interviews and informational materials provided by the program to determine whether or not a site visit was warranted. Researchers considered each practice in terms of the ten NCAS education entitlements (Appendix B).

In selecting "promising" practices and gathering preliminary data, the research team also used a set of Promising Practices/Policy Criteria developed by the National Center for Immigrant Students in 1991. The broad program categories include education access, assessment, instruction, parent and community involvement, placement, school climate, and school finance. In order to be considered "promising," each practice had to meet at least two criteria within one of the broad categories, and could not violate any of the criteria. This was not intended as evaluation, but as a necessary step in the selection process.

Researchers visited only sites that met the criteria after preliminary research, and among those, only sites that welcomed a visit. Promising practices were not considered to be in any way "representative." Instead, the research team prioritized diversity and range across the U.S. Important considerations in selecting sites to visit included:

- programs that address critical immigrant student concerns;
- national/regional coverage;
- diversity (in terms of race, ethnicity, home language, and age group);
- balance in established programs versus new programs;
- degree of urbanization.

The project research team, headed by the Director of NCAS National Center for Immigrant Students, Vivian W. Lee, was a racially, ethnically, regionally, and linguistically diverse group. Their qualifications include substantial experience as public school educators, youth workers, teacher educators, curriculum developers, program evaluators, education policy analysts, and community organizers. All are experienced qualitative researchers.

The team used ethnographic qualitative research methods. The profiles are based on observations and interviews. On occasion, a site visit revealed important strengths that program staff had not emphasized during preliminary interviews. Hence, in some

cases, the aspect of the program highlighted in this publication is not necessarily the one that the program itself or another researcher might emphasize.

The research team met regularly to share observations from site visits, as well as to discuss methodological issues. Once the profiles were written, the team critiqued them again using the Promising Practices Policy Criteria. National Center for Immigrant Students staff edited the profiles extensively for publication.

The project targeted the 10 states which, according to the U.S. Population Census (1990), have the greatest percentages of the total population of documented foreign born in the U.S. (in order): California, New York, Florida, Texas, New Jersey, Illinois, Massachusetts, Pennsylvania, Michigan, and Washington. The project included many other states, as well—for example, Midwestern states like Missouri and Oklahoma, with relatively small but rapidly growing numbers of immigrants.

The National Center for Immigrant Students shared the final, revised version of the profile with each program for factual review.

The research for and design of this publication have been inductive. NCAS National Center for Immigrant Students did not design the publication until the research team had visited all the sites and all the profiles had been written and had undergone a first round of critique and revision. For this publication, the research team selected profiles of programs that speak in compelling ways to concerns central to immigrant student issues, bearing in mind regional, ethnic, and age group diversity. Based on the profiles selected, the research team developed a scheme for organizing the profiles in ways that highlight connections between programs that may not be immediately apparent, starting with the learner in the classroom and expanding with each chapter to broader contexts of student learning.

Appendix E

Selected Readings

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